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ABSTRACT

A positive, preventive approach to discipline in the classroom is emphasized in this handbook of practical ideas for class management. Suggestions are made on the following topics: (1) handling the first day of school: (2) the physical environment of the classroom: (3) management routines: (4) teaching techniques: (5) motivating students: (6) control techniques and classroom discipline: and (7) dealing with teacher stress. The final section deals with behavior problems. Possible solutions are offered for handling specific disruptive behaviors such as vandalism, physical abuse, tardiness, or stealing. A bibliography is included. (JD)

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ED 204 335

Crossroads...

A Handbook For Effective Classroom Management

1981

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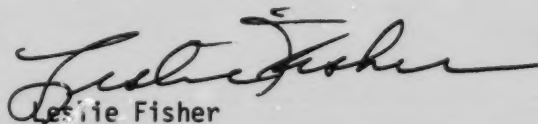
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Foreword

Proper discipline in the classroom is definitely a prerequisite for learning. Indeed, it seems clear that today's educators are faced with a tremendous challenge in dealing with the social behavior of students. While the primary goal of Oklahoma schools is to teach essential skills and concepts related to curriculum areas, a secondary goal must be to help young people learn responsible social behavior.

The committee of classroom teachers and administrators who have developed this handbook was unanimous in their opinion that a positive, preventive approach to discipline is the most successful. As a result, practical and useful ideas which will aid teachers in developing their own unique classroom discipline plans have been emphasized in this publication.

It is our hope at the Oklahoma State Department of Education that this resource manual, Crossroads, will prove valuable to professionals dealing with these classroom management concerns.



Leslie Fisher

State Superintendent of
Public Instruction

This publication, printed by Southwestern Stationers, Inc., Oklahoma City, Oklahoma, is issued by the Oklahoma State Department of Education as authorized by Leslie Fisher, State Superintendent of Public Instruction. 14,000 copies have been prepared and distributed at a cost of \$15,820.00.

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Preface

All of us have reached crossroads during journeys through life; crossroads where one choice indicated one direction and another choice pointed a different way. Our young people experience crossroads everyday as they travel toward adulthood and maturity. Some of these crossroads involve choosing between behaviors that are productive and behaviors that are nonproductive.

We, in education, have the goal of enabling the youngsters we teach to become productive, responsible contributors to society. This goal is of primary concern to educators in Oklahoma. A classroom that contains reasonable limits, the communication of expectations, and the knowledge of consequences will train youngsters to set their own limits and choose productive behavior over that which is nonproductive. These are the classrooms from which self-disciplined citizens emerge.

There is an ever increasing need for viable classroom discipline approaches in today's schools. However, when one approaches the difficult and continual problem of discipline, a variety of approaches and techniques should be considered. The personalities of the teacher and the students, the classroom situation, the subject area, the needs and development of participants, and the abiding philosophy of the school and district will influence the approach to be taken in implementing discipline procedures.

The success that an individual has in his or her approach to discipline will be determined by the degree of flexibility and adaptability that will be shown by the teacher. As there is no single teaching skill for success, it is difficult to assume that there is one approach to discipline problems. A true professional understands the variety of options and alternatives available and then selects the one most appropriate. It should be understood, then, that the management strategies found in this book will have to be adapted to specific situations and to the individual characteristics of students and teachers.

All the areas covered, including such subjects as physical environment of the classroom, management routines, teaching techniques, and dealing with teacher burn-out, will provide practical and useful ideas. We, the developers, hope this handbook will assist you in improving your entire classroom management routine by producing a program that is systematic and internally consistent, comprehensive, and well planned. In addition, we hope that it will aid in your effectiveness as a classroom manager as you guide young people through the crossroads of their lives.

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Throughout this publication you will find "helpful hints".
These will be indicated by arrows such as you see here.



Self Evaluation

Ask yourself the questions below to find out how you rate in classroom management techniques. If you feel improvement might be beneficial, this handbook should provide some assistance.

	<u>Seldom</u>	<u>Sometimes</u>	<u>Usually</u>
<u>Do I Practice Good Classroom Management Strategies?</u>			
1. Do I read yawning mouths and out-the-window stares as signals to change the pace?	_____	_____	_____
2. Am I skilled at attending to two or more matters at one time?	_____	_____	_____
3. Are my students aware that I am perceptive of behavior in all sectors of my classroom?	_____	_____	_____
4. Do I reinforce behaviors I wish to have repeated?	_____	_____	_____
5. Do I have the capacity to make professional decisions confidently and rationally?	_____	_____	_____
6. Can I tolerate those normal, but sometimes irritating, student behaviors documented as typical of the age group I am teaching?	_____	_____	_____
7. In view of the contemporary emphasis on the rights of free expression and due process, am I sufficiently informed in school law to rely more heavily on preventive rather than coercive alternatives when dealing with deviant student behavior?	_____	_____	_____
8. Is my punishment for deviant behavior legal, prompt, appropriate, impersonal, and private?	_____	_____	_____

	<u>Seldom</u>	<u>Sometimes</u>	<u>Usually</u>
9. Am I aware that as a classroom teacher I cannot be expected to solve single-handedly the social problems of the community that spill from the streets into the classroom?	_____	_____	_____
<u>What is the Climate of My Classroom?</u>			
10. Do I encourage students to try something new and to join in new activities?	_____	_____	_____
11. Do I teach in a manner that is exciting and interesting?	_____	_____	_____
12. Do I learn the name of each student quickly and do I use that name often?	_____	_____	_____
13. Do I arrange time to permit a quiet talk with each student?	_____	_____	_____
14. Do I notice and comment favorably on the things that are important to the students?	_____	_____	_____
15. Do I avoid having "favorites" and "victims"?	_____	_____	_____
16. Do I have, and do my students have, a clear idea of what is and what is not acceptable in my class?	_____	_____	_____
17. Within my limits, is there room for students to be active and natural?	_____	_____	_____
18. Am I adequately prepared for class each day?	_____	_____	_____
19. Do I permit my students to make mistakes without penalty?	_____	_____	_____
20. Do I give extra support and encouragement to the slower students?	_____	_____	_____
21. Do I set tasks which are, and which appear to the students to be, within their capabilities?	_____	_____	_____

	<u>Seldom</u>	<u>Sometimes</u>	<u>Usually</u>
<u>Are My Disciplinary Techniques Adequate?</u>			
22. Do I keep my students alert and accountable?	_____	_____	_____
23. Do I switch to new teaching approaches when the old ones don't work?	_____	_____	_____
24. Am I able to help students laugh off their tensions when appropriate?	_____	_____	_____
25. Do I help misbehaving students understand the probable results of their actions?	_____	_____	_____
26. Are my control techniques task-centered rather than teacher-centered?	_____	_____	_____
27. Do I punish my students consistently for breaking the rules?	_____	_____	_____
28. Does the deviant student clearly know what s(he) has done wrong when disciplinary action is taken?	_____	_____	_____
29. Do I help my students to know and understand the principles of developing self-control?	_____	_____	_____
30. Do I punish students as their deviancies begin to emerge rather than after the misbehavior?	_____	_____	_____

Children Learn What They Live



If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance
and friendship,
He learns to find love in the world.

-Dorothy Law Nolte

PART ONE



TEACHER TYPES AND CHARACTERISTICS

Teacher Types and Characteristics

The personal characteristics of teachers are important, especially the modeling of attitudes, expectations, and behavior. The personality of the teacher definitely influences approaches and procedures of classroom management.

There are as many kinds of teachers as there are kinds of people. We have the teacher who communicates with students through the ears - by screaming all day. Likewise, we recognize the teacher who thinks that the paddle is the only way to get a student's attention. Sadly, we occasionally find the person who does not want to teach at all. This person blandly sits each hour doing just enough to get by and looking forward to the last bell of the day and the paycheck.

Just as there is a variety in the teacher force, there is also variety of teaching approaches in the educational setting. These teachers cover a broad range from the authoritarian to the totally permissive. Somewhere in between is the teacher who uses the democratic approach.

In Discipline Without Tears*, Dreikurs and Cassel compare the characteristics of the autocratic leader with the democratic:

AUTOCRATIC

Boss
Voice Sharp
Command
Power
Pressure
Demand Co-operation
I tell you what you
should do
Imposing Ideas
Domination
Criticism
Faultfinding
Punishing
I decide, you obey
Sole responsibility of
boss
I tell you

DEMOCRATIC

Leader
Voice Friendly
Invitation
Influence
Stimulation
Winning Co-operation
I tell you what I will do

Selling Ideas
Guidance
Encouragement
Acknowledgment of Achievement
Helping
I suggest and help you to decide
Shared responsibility of team

Discussion

*From Discipline Without Tears by Rudolf Dreikurs and Pearl Cassel.
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publisher, Hawthorn Books, a Division of Elsevier-Dutton Publishing Co.,
Inc. All rights reserved.

TEACHER TYPES

The characteristic difference between the two columns is that the left indicates power from without, while the right provides stimulation from within. This fundamental difference permits you to evaluate your own 'democratic index' and examine every step you take and every approach you use.

The democratic leader uses group dynamics, teaches responsibility by giving responsibility, and provides a mentally healthy learning atmosphere for academic, emotional, and social growth for every class member, including the teacher.

Sometimes a teacher will go to the extremes in an attempt to change from an autocratic style of teaching to democratic and the result is chaos. A democracy is not a society of people doing anything it chooses. Students will become discouraged without guidelines of what and when to learn. They will lose interest in school and respect for the teacher.

Students of the permissive laissez-faire teacher will become discipline problems because of an unorganized and discouraging atmosphere. They will become a classroom of "do your own thing" people with no social awareness or consideration of their responsibility to society.

Students expect teachers to manage their classroom effectively. They think teachers should keep order and be willing to create an atmosphere in which learning can occur. Students expect teachers to be firm, friendly, and fair leaders. The following are examples of student expectations of teacher types. These statements were made by Coweta High School students in an opinion poll. They were asked to complete the sentence, "A good teacher is"

" one who is concerned for their student's welfare enough to be patient, understanding, and reasonable - because their patience and understanding will mold the leaders of the future."

T.B. (10th grade)

" one that makes the class mind, doesn't give too much work, and is nice."

N.D. (10th grade)

" like a mother, helpful, caring, and understanding."

W.K. (10th grade)

" able to communicate with students."

L.N. (12th grade)

" one who is nice, considerate, understanding, and kind of strict."

R.S. (9th grade)

TEACHER TYPES

" . . . someone who works with you but doesn't do the work for you. Also they will not give you an assignment and leave you in mid-air."

J.S. (10th grade)

" . . . thoughtful, understanding, and a good all-around person. A person who will give his or her time for the good of all other people. . . not like any other kind of person. . . one-of-a-kind. . . Togetherness is a good relationship between you and a good teacher."

A.M. (10th grade)

" . . . very understanding and knows you well enough to know what you feel and how to help you out."

N.C. (11th grade)

" . . . one that not only teaches you a subject but gets to know you as a person, making you feel important."

A.K. (12th grade)

" . . . helping and caring, always trying to help. Some don't try at all, they just say find out yourself - I'm serious."

K.H. (10th grade)

Stroud Holt, English teacher at Putnam City North High School, describes a "good teacher" as "one who bridges matter and spirit, infusing one with the other. Although there does exist a body of knowledge, or matter, to teach, a good teacher somehow enlivens it for the students. There is a light within the experience, a luminosity that seems more than just those facts we learned. A good teacher has so taken that matter, or knowledge, into his/her own spirit, then opened both to the students that . . . at the best moments . . . not only knowledge has been transferred, but also an opening to wisdom.

TEACHER TYPES



Mrs. Big Mouth . . .
her voice box has one
volume - scream.



Mr. Brute Force . . .
he uses many forms of
working with students - the
only problem is they are all
"wooden forms".

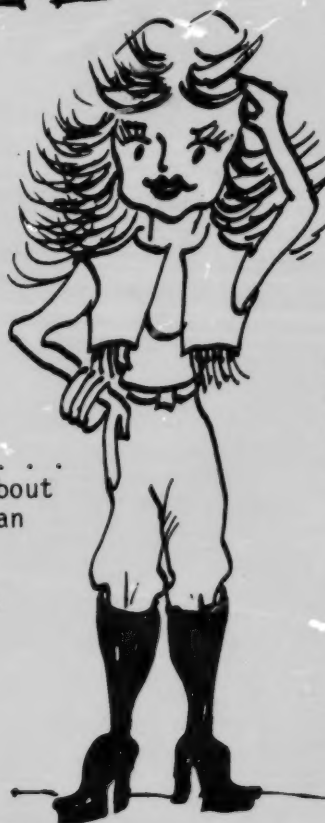
TEACHER TYPES

Mr. Take It Easy . . .
his body seems to have taken
the same "set" as his teaching.
The only time he really gets up
and moves is when the bell rings
to go home.



Mr. No Face . . .
doesn't let students know he's
a real person. His main concern
is for the subject he teaches not
the people.

Ms. Palsy-Walsy . . .
more concerned about
being a buddy than
a leader.



ACCESS TO SUCCESS

A Teacher's Credo

A Student Has A Right To--

Access to competence

*Access to education at whatever level
(s)he is in at the time*

Access to change

Access to growth (to challenge)

Access to origins

Access to good teaching by good teachers

Access to a joyful classroom

Access to the development of the whole person

Access to connectedness

Access to possibility

*Access to positive and realistic
expectations*

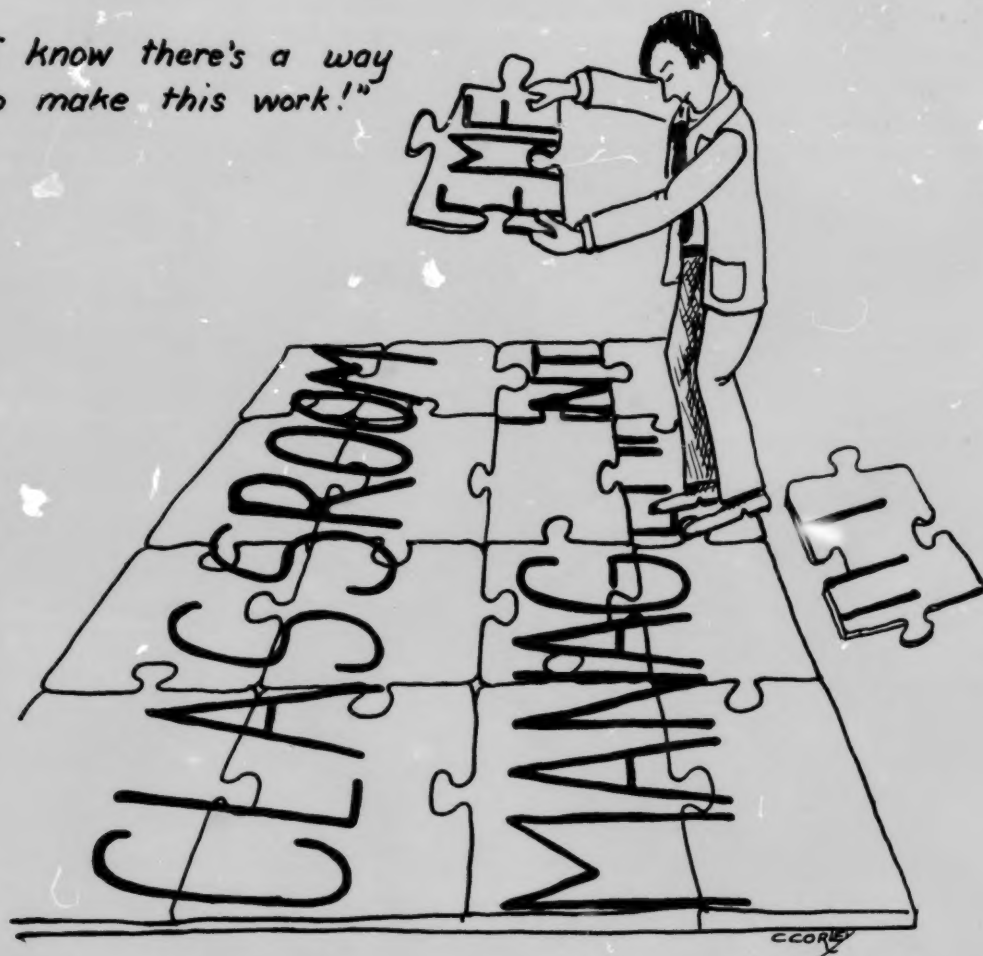
PART TWO

CLASSROOM ATMOSPHERE

and

MANAGEMENT TECHNIQUES

*"I know there's a way
to make this work!"*



Starting Out Right

How important are the first three weeks of school for the teacher's classroom management styles?

Very important, according to an observational study of 27 third grade teachers in eight elementary schools.* In fact, you can predict for the entire year both how well the teacher will manage the classroom and the extent of student engagement in tasks by looking at the teacher's management behavior in the first three weeks.

In this study, the researchers closely observed the management behavior of teachers for the first three weeks of school and on a reduced scale November through May. Then they classified the teachers into two groups -- the more effective managers and the less effective ones -- based on the November-May ratings of student engagement, teacher control of student behavior, and teacher management of instruction. The last step was to compare the beginning-of-the-year activities of the teachers in the two groups.

Compared to their less effective colleagues, during the first weeks the more effective managers:

1. Displayed a more workable system of rules and procedures, which they taught to their students.
2. Gave more careful directions and monitored students more carefully.
3. Stopped inappropriate behavior more quickly.
4. Made clearer the consequences of appropriate and inappropriate behavior in their classrooms.

In these ways, the effective managers established their credibility as well as their classroom procedures during the first three weeks.

The authors suggest that teachers should develop an efficient system for organizing procedures, rules, and initial activities and teach this system to students at the beginning of the year, thus, setting the scene for effective classroom management.

*Edmund T. Emmer, Carolyn M. Evertson, and Linda M. Anderson, "Effective Classroom Management at the Beginning of the School Year," Elementary School Journal 5 (May 1980): 19-31. Reprinted with permission of the Association for Supervision and Curriculum Development. All rights reserved.

Suggestions for First Day

("Opening Day Jitters" and How to Cope With Them)

"Opening Day Jitters." These concerns are grounded in the realization that the first contacts between pupil and teacher can set the tone for the year. Such jitters are not only common but a positive sign that the teacher is sincere.

"Be prepared" should not be solely the motto of the Boy Scouts of America but also the pledge of each teacher approaching the first day of school. From "behind the scenes" preparation to actual activities and interaction with students, each move should be carefully thought out and acted upon to eliminate these fears and anxieties teachers frequently experience.

The following are considerations and activities suggested to make that first day less stressful and more successful!

Pre-Day Game Plan

1. Have lesson plans, materials, and equipment prepared down to the tiniest detail. Although some interruptions are unavoidable, do not add to these by having to take time to plan spur-of-the-moment what comes next in arithmetic class or by having to find the materials needed for art.
2. Have room decorated to create pleasant and educational environment. This step in preparation serves to put children at ease and comfortable in the classroom. It is a signal that indicates you were expecting them and are glad they're here.
3. Have a definite plan for discipline, encompassing both minor and severe misbehavior. Without a definite plan of attack, the situation can get out of hand before you gain your composure and control is lost. When the teacher is at a loss as to what to do, the student gains the advantage.
4. Look over the children's cumulative folders so you know something about each child. This conveys a feeling that the teacher really cares and often enhances his self-concept.
5. Have name tags prepared to wear, place on desk, or both. Both children and adults have much of their identity in their name. Children want to be treated as an individual, important in their own right.
6. Place students' names in other areas of the room, such as bulletin boards, helper charts, and learning areas. Seeing and identifying their name gives them a sense of belonging to that environment.

The First Five Minutes!

1. Be waiting at the door to greet children, taking them from parent or sibling, distributing name tags, showing them to their seat, and showing you care. Hint: Sometimes a second set of hands (parent, older child, etc.) is helpful that first day.
2. Introduce yourself. Most children are anxious to know that their teacher is a real person. Your interests, hobbies, members of your family, children, pet, places you've lived, or jobs you've held are safe background items.
3. Let students tell about themselves. The information the children offer gives you insight into individual differences as well as building rapport.
4. Play a get-acquainted game or activity. A game may help you become more familiar with your students, put them at ease, and create a positive classroom atmosphere.

Primary Get-Acquainted Games

- a. Rolling The Ball. The class is seated in a circle with legs spread in V-shape touching children on each side. A child calls another child's name across the circle and tries to roll the ball to him/her.
- b. Guess Who? A room divider, screen, or cardboard is used to hide behind. The student may make any kind of noise -- imitate an animal, sing a song, etc. The group tries to identify the voice.
- c. Who Am I? One child ("it") is blindfolded and stands in center of the circle. "It" walks around the circle with hands extended and touches a person. By feeling hair and clothes the child guesses who it is. (Teacher can also be "it".)
- d. Teacher-Ball. The teacher stands on the center of a circle and tosses the ball to the children, one at a time, calling each child's name. Each child returns the ball calling the teacher's name.
- e. Simon Says. A child stands before class and directs class to perform a task prefacing some commands with "_____ says", inserting own name. If the command is not preceded by "_____ says", children should not perform task.
- f. Singing. Leading the class in singing familiar songs will bring everyone into the group. With group singing, there is little risk involved for the children who are feeling out-of-place.

Intermediate Group Activities

- a. Open-Ended Sentences. Let students complete open-ended sentences such as:
 "My favorite time of day is _____."
 "I am the only one who _____."
 "My favorite room in the house is _____."
 - b. "Back to Back". Pair off students, asking them to sit back to back and try to recall or predict how the partner would answer the following:
 - color of eyes
 - clothing
 - color of shoes
 - favorite TV show
 - favorite magazine
 - favorite hobby
 - c. "Which Answer is Pretend?" Complete the following statements, using correct answers on all but one. Make one of them have a "pretend" answer, but try to make it sound real. Then have the class try to guess which answer is imaginary.
 - my favorite game
 - my hero at age 5
 - my favorite song when I was in an earlier grade
 - my favorite pastime now
 - d. "Who is the Mystery Person?" Have each student answer the questions below on blank sheets of paper. Fold papers and place in a bowl. Take out a slip and read clues aloud and everyone tries to guess which student matches the answers.
 - a color that reveals your personality
 - a song that tells what you're like
 - a car that symbolizes you
 - a comic strip or TV character you identify with
5. Establish a set routine for opening class. Activities such as flag salute, songs, attendance, and "show and tell" can be introduced. An established routine can prevent the type of confusion which could lead to discipline problems. It also promotes security and reduces anxiety.

Schedule for the First Day

A first day should include certain absolutes and considerations when planning. The schedule, if properly constructed, will set the tone for subsequent days and act as a prevention technique for maintaining classroom control.

1. Establish rules for appropriate classroom behavior. Children need to

ELEMENTARY PLAN

know what is expected of them in regards to behavior. The formulation of rules should be made by the teacher with students given an opportunity for suggestions. Their participation in rule making tends to make acceptance easier.

Rules should be stated positively with consequences made clear. Negatively stated, a rule can imply negative expectations.

2. Alternate quiet and active tasks.
3. Have more than enough to do. Attempting to fill an entire day with meaningful activity is a difficult and demanding task and requires careful consideration. Even 15 minutes of idle time can seem to be an eternity and promotes discipline problems.
4. Gear activities to be easily attainable. Activities should not rely solely on students' prior learning experiences. Structure tasks that will provide an opportunity for success. When success experiences are provided, the student can gain the attention of the teacher without "acting-out".
5. Provide activities while attending to clerical needs. While filling out forms, tagging supplies, or distributing textbooks, plan for an individual activity that keeps their hands and minds busy.
6. Assign classroom duties. Allowing children to participate in classroom duties gives a feeling of cooperation, responsibility to other class members, and a sense of belonging. It also frees the teacher for attending to other areas. Some common tasks might include:
 - erasing boards
 - setting chairs and desks into proper places
 - delivering messages
 - straightening shelves, closet
 - adjusting windows/lights
 - posting materials on the bulletin boards
 - leading lines
 - greeting visitors
7. Activities to include for the day:
 - a. Distribute materials, textbooks, equipment
 - b. Tour building/familiarize students with physical plant
 - c. Manipulative tasks
 - d. Label supplies
 - e. Stories, films, records, etc.
 - f. Create something for classroom display - portraits, crafts

Last 5 minutes - an eternity!

That schedule looked so full, but you completed it with time to spare! Now what? Pull out that file with extra suggestions and pick one.

1. Clean-up. Nothing is nicer than to start the second day clean, neat, and ready for activity because you took the time to clean-up the day before. It is good training in organization for your students.
2. Review names with a game.
3. Have several selected short stories to read.
4. Pull out the "Quiet Game" file previously prepared.
5. Review day (perhaps draw a picture of favorite part of the day).
6. Sing songs.
7. Plan together for an interesting activity for the following day.
8. Hand out a prepared activity sheet (coloring, puzzle, or skill review).

First Day Problems and Pitfalls

Anticipating possible problems and pitfalls is the first step to working through them. The element of surprise can be a most disruptive element to classroom control. Several common problems and suggestions to work with are discussed here.

1. Over-protective parent. The parent who won't let go can be disrupting and cause much stress for the child. Previously establish your policy for the situation and when the need arises outline the policy to the parent gently, but remain firm and exhibit resolve. Perhaps a rule that all parents are not allowed across the "threshold" the first week can be accompanied by invitation to visit at a future time.
2. Crying child. The child who does not want to leave the parent or come into the classroom situation disrupts and can upset others in the class. Steps to take in order of severity might be to:
 - a. match child with another classmate;
 - b. engage child in an interesting activity;
 - c. allow child to be your helper - use touching and conversation;
 - d. have child draw a picture of family at home;

ELEMENTARY PLAN

- e. direct child into a clock-watching activity using small segments of time;
 - f. use picture of family on desk;
 - g. combine any of or all of the above.
3. Unprepared - no supplies or materials. Have enough extra supplies to provide any child with appropriate, needed materials; also, provide a written list requesting needs for children to take home.
 4. Sick child. Know school policies and procedures for such emergencies and effect them calmly; children react to teacher's panic. (Hint: trash cans are an indispensable aid for vomiting child!)
 5. Tired. The first day of school can be very fatiguing. Take this into account when planning for rest and quiet activities. Activities that require more attention and difficulty should be presented early in the day. High interest, fun, relaxing activities should be saved for the afternoon.

Lesson Plans for Discipline

1. Start firm but smile. It is easier to keep control of your class if you have order from the outset of the year, than if you try to regain it later.
2. Establish procedures for handling disruptive behavior. An organized plan or pattern for class activities should be established and consequences for broken rules should be quite clear and the same.
3. Establish procedures for handling disruptive behavior.
4. Praise positive behavior. Look for the positive rather than improper behavior.
5. Make tasks enjoyable.
6. Be aware of necessity of accurate instruction.
7. Start with a quiet voice.
8. Use specific clues for preventing or correcting behavior.

ELEMENTARY PLAN

Proposed primary opening day schedule.

- 8:15 - 8:30 Greet children at the door, find their name tags, and direct them to their desks. (Provide an individual desk activity to keep the children occupied.)
- 8:30 - 8:50 Introduce self and conduct opening format.
- Flag salute, songs, get-acquainted game, "Who Am I."
- 8:50 - 9:00 Attendance and lunch count. (Be familiar with specific school procedures.)
- Let children finish desk activity
- 9:00 - 9:30 Aid children in labeling all supplies, handout textbooks. Check for missing supplies and provide a reminder list for child to take home. (Do not rely on child's memory.)
- 9:30 -10:15 In a small group atmosphere, sitting on the floor, establish rules for classroom conduct together. Assign classroom duties.
- 10:15 -10:30 Recess
- 10:30 -11:00 Reading activity
 - a. Group instruction and participation
 - b. Individual reinforcement activity
- 11:00 -11:15 Read story - group on floor (Suggestion: How to Lose Your Lunch Money by Florence M. White, Ritchie Publishers, 1970.)
- 11:15 -11:30 Discuss lunchroom procedure, wash hands.
Go to lunch.
- 11:30 -12:00 Lunch
- 12:00 -12:15 Quiet activity - story, record, filmstrip, or rest
- 12:15 -12:45 Math activity - group work. Manipulate cuisinaire rods, making both creative and instructed patterns.
- 12:45 - 1:00 Writing activity -individual task
- 1:00 - 1:10 Songs/game - Simon Says
- 1:10 - 1:55 Art activity - create individual portraits (provide additional paper for family picture for quick artists!)
- 1:55 - 2:00 Clean up art activity
- 2:00 - 2:15 Recess

ELEMENTARY PLAN

- 2:15 - 2:45 Science experiment - divide the class into small groups and allow each group to experiment.
- 2:45 - 2:50 Clean up and prepare to go home - notes pinned on students or distributed.
- 2:50 - 3:00 Review day - if time permits use brief story, songs, or the Quiet Game.
- 3:00 Dismiss class.



Inventing Your Own Games. Most of our lives are spent looking to others for ideas and instruction. We are so used to following others or going to a book to get ideas that it is hard to feel confident in our ability to create something new, to try something untried. Children in particular want to look to parents or teachers for direction. But the fact is that all of us, children and adults, are capable of innovating, if given the opportunity.

Game inventing is an activity that both develops innovation skills and leads to new games to play and to pass on to others. One way to invent a game is to start with a small group, throwing out ideas, discarding, changing, adapting--until something comes up that is fun to play. As a group, you'll want to keep in mind the particular objectives you hope to fulfill--developing and maintaining an atmosphere of acceptance providing for maximum participation and fun--but you'll also want to stay open to whatever may just come up. Game inventing benefits from both structure and spontaneity.

Once you've settled on an idea and tried it a few times, share it with another group and see whether it works for them. You may surprise yourselves, and there's bound to be some fun involved when you're serious about game inventing.



When a new unit is coming up, share the topic with the class. You might even let them help plan the presentation of the unit. You have the components of the unit in mind, let the students have a hand in the order of presentation, or even in the method of presentation. They will look forward to the use of their ideas and will be the first to comment if their idea was not what it should have been.



First Day Fright - Starting Off On the Right Foot

How do you want your first day of school to begin?

<u>A</u>		<u>B</u>
Confused	or	Controlled
Disastrous	or	Decisive
Elusive	or	Effective
Lonely	or	Lovely
Wasted	or	Worthwhile

If group A sounds acceptable then do not make any preparation for that eventful day. Just show up for class and hope you survive. Don't bother to plan ahead for the rest of the year because it will generally be like your first day.

The atmosphere described by group B can be achieved through careful thought and planning if you want these characteristics as classroom goals. Students want and need teachers who are in control of the classroom situation for their own sense of security and confidence. If the teacher doesn't know what is going on, how can the student?

The first step in preparing an effective first day approach is to establish four major goals:

1. COMMUNICATION

Communication begins with introductions and rapport. The classroom atmosphere is best established by free exchange and verbal participation by both teacher and students.

2. CONTROLS

The tone of your discipline is set as you establish the controls on the first day. You can always loosen controls but it is very difficult to tighten them later. Be firm and organized in your expectations of students.

3. CONTENT

Make the first day meaningful with worthwhile content! If it is nothing more than discussing class objectives and work requirements, the students will respond in a more positive way with substantive content.

4. COOPERATION

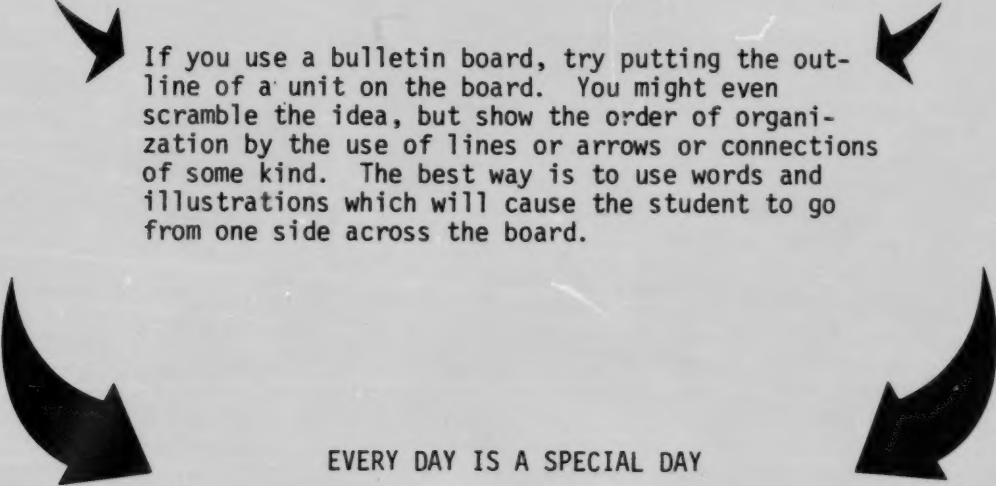
This is a cooperative effort of administration, the teacher, and student. It is not a day for herding the cattle into the proper stall! The proper objectives for the well organized school include making the first day meaningful by the full and exciting participation and cooperation of everyone.

The following is an example of a secondary first day lesson plan:

<u>Time</u>	<u>Suggestions</u>
8:15 a.m.	Report to school. <u>Arrive earlier on first day</u> (or even first week) to allow plenty of time to arrange room, plans, and nerves. Have room neatly and attractively organized to promote subject interest.
8:45 a.m.	Students allowed in building to go to lockers and classrooms. Be located outside your classroom door to <u>greet each student on an individual basis</u> as he/she enters the room (this may be your first chance to "individualize" today). Smile.
9:00 a.m.	Beginning of first hour. <u>Be calm.</u> The students are wondering about you as much as you are wondering about them. Slowly and deliberately go through <u>class roll-call</u> . <u>Establish eye contact</u> with each student as you call his/her name (second chance to "individualize"). Slowly move about the room as you <u>discuss the guidelines</u> by which you will be functioning as the teacher. A hand-out sheet with this data summarized will establish the seriousness of what you are saying. <u>Practice good manners</u> from the start; insist your students do likewise. This is the time to establish "when you speak, I listen - when I speak, you listen" attitude. Discuss school policies and procedures (tardiness, absenteeism, etc.) which affect behaviors in your class "domain". <u>Discuss class format for the year.</u> Highlight events, subjects, and activities the student can look forward to which are especially interesting.
9:55 a.m.	<u>End of class.</u> Follow through with the "spirit" you conducted the class period. Remind your students that you expect to finish what you are saying even if the bell rings. This will help the students realize your feelings of self-worth as a teacher. Move to the doorway to again acknowledge students as they leave (last opportunity to "individualize").

SECONDARY PLAN

- 10:00 a.m. Beginning of second hour. Take a deep breath to reaffirm your self-confidence and follow same procedure as with 1st hour class. Be careful not to shortcut or omit information because it is repetitious. Remember, this class is the "first class of 2nd Hour".
- 3:30 p.m. End of the day. Wow - you made it! You feel good about the day. Now you are going to face tomorrow and students who are wondering if you are going to follow-up your guidelines. So plan your tomorrows with that in mind.



If you use a bulletin board, try putting the outline of a unit on the board. You might even scramble the idea, but show the order of organization by the use of lines or arrows or connections of some kind. The best way is to use words and illustrations which will cause the student to go from one side across the board.

EVERY DAY IS A SPECIAL DAY

Devise a calendar for a week (or even a month) with titles for each day to remind you to pay attention to your students. This can also be managed for the students to use with one another, but can get out of hand.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Touch Day	Praise Day	Smile Day	Thank You Day	Forgive Day
Surprise Day	Secret Day	Prestige Day	Laugh Day	Note Day

Physical Environment

A cheerful educational environment makes the classroom situation more enjoyable and manageable for teacher and student alike. Beyond the realm of the classroom, even research in the business sector unquestionably shows that pleasant cheerful surroundings make the worker more productive. In proportion to the amount of time spent in creating pleasant environments, the amount of interest and positive attitude on the part of the student far surpasses the time and planning given by the teacher.

The Cheerful Classroom

The classroom decor can be not only attractive but informative, motivational, entertaining, and educational. The sense of organization and preparedness can also establish an atmosphere conducive to classroom control. Classroom decoration is often viewed as a job for the primary or kindergarten teacher, but should be for all teachers.

Especially on the secondary level, the importance of decorating the classroom is minimized. Aside from class schedules, announcements, and grade reports, the most colorful thing on the wall is often graffiti.

But, where to start? Unless a retiring teacher has willed you a cache of decorating treasures or your major in college was creative art, the task may appear insurmountable. But all is not despair. There are a variety of sources to be tapped.

1. Often large companies or businesses can supply posters and other advertising materials connected with a subject the class may be studying. Tapping book companies is another viable source.
2. Use your students! Creative endeavors, work well-done, successful tests, and items brought from home can be very helpful. Perhaps a certain area of the room could be given entirely to the display of student work.
3. A calendar showing activities, holidays, and work schedules can be a permanent display.
4. The use of the newspaper and magazines is a fine resource. This material can be found by the student and related to subjects being studied and acts as excellent reinforcement in the learning experience.

PHYSICAL ENVIRONMENT

5. Of course nothing is to prohibit a teacher from making visual aids and decorations as time and talent permit.

In preparation for establishing a pleasant, cheerful, and educational decor in the classroom, consideration should be taken in several areas.

1. Allow children to participate. As they become involved in creating classroom atmosphere, they often begin to develop a sense of belonging. This sense of belonging can put a child at ease and encourage cooperation and responsibility.

2. Student participation has a positive affect on undesirable behavior. The child who might potentially become the decoration-destroyer is less likely to vandalize something he has had a part in creating.

3. Reporting on student achievement and success can foster a strong sense of self-worth in the student. This can positively affect motivation. It is extremely important not to focus on a student's failures and cause embarrassment. This can often provoke unacceptable behavior as the student attempts to save face.

4. It is necessary that the decorations are displayed carefully and neatly. Bulletin board material that is uneven or falling down can cause a child to be distracted and take attention away from the teacher and the task at hand.

5. Loose tacks and pins or curling edges of a picture can be an irresistible temptation to a student whose fingers enjoy tearing and pulling. Secure items well.

6. Ensure that the decorations fit the age and interest of the students. Illustrations too young for the student can encourage jokes and disruptive behavior.

7. Extremely busy and cluttered boards or use of very stimulating colors can prove distracting for some pupils.

8. Change displays frequently. Decorations become boring and ineffective if left displayed too long.

9. Use discretion when displaying objects that might prove harmful. Sharp items, breakable objects, and things small enough to be thrown at others can spell trouble by providing the temptation.

10. Check bulletin boards for errors. Besides the educational damage improper spelling and grammar can create, a classroom uproar can occur from what the students perceive as humorous.

PHYSICAL ENVIRONMENT

11. The undecorated bulletin board is often an invitation to graffiti or even destruction.
12. Be sure that the classroom temperature is comfortable. A room which is too hot or too cold offers no motivation for learning. Be sure that the students do not face the windows, because light can cause discomfort. It is particularly important that the room be well-lighted and comfortable when a test is being given.

Room Arrangement (and Elimination of Distractions, Special Work Areas, and Traffic Patterns)

The arrangement of seating coupled with placement of children can be an effective means of classroom control when carefully considered and carried out. It should facilitate instruction, aid in learning, and help maintain discipline. Before deciding the arrangement it is important to determine what areas need to be provided and what items of furniture must be considered.

Although a seating arrangement for the first day of school is much like playing Russian Roulette, certain guidelines can aid in making an effective seating arrangement that will positively affect classroom behavior.

1. Noisy vs. Quiet
Certain areas are noisy or distracting and should not be near areas required for quiet or independent work.
2. Large Group Area
This grouping of seats, if possible, should focus on a blackboard since group instruction is given in this area. Windows that open on much activity, busy learning centers, or small group instruction areas can cause distraction if children face them.
3. Individual Activity Area
Since this area often is the same as the large group area, those considerations apply.
4. Accessories
High distractability can be attributed to accessories such as pencil sharpeners and trash cans. This out of seat activity and necessary traffic patterns should occur behind or to the side of the students' focal points.
5. Small Group Area
Blackboard availability for specific instruction is a consideration. Because of the small teacher-pupil ratio, distractable areas are not as important to avoid.

PHYSICAL ENVIRONMENT

6. Time Out Area

This area should be away from group areas to reduce visibility. Windows, doorways, and major traffic patterns should be avoided.

7. Other Considerations

Other physical features to be included in room arrangement are teacher's desk, blackboard availability, window placement, and lighting.

Helpful Hints

1. Use placement of seating as a reward

Recognize appropriate behavior by allowing children individually or as a group to select own placement.

2. Use placement of seating to control disruptive behavior

a. Individual

A child causing class distraction can be moved away from the group. The placement of his/her desk beside the teacher's desk enables the teacher to give attention, increased time, and positive input to the child. It also enables the teacher availability for touching and encouraging eye contact.

b. Group

When noise levels and other disruptive behavior increases, a complete change in seating arrangement can be the answer. Changing the arrangement after school without the students knowledge evokes an effective "element of surprise."

3. Desks vs. Tables

Seating at tables requires an element of self-discipline for students and the advantages of that arrangement must be weighed against need for maintaining control. Desks are easily manipulated in response to classroom atmosphere and behavior control. Desks can also be coupled or clustered for learning experiences so that students can aid each other.

4. Personalities and Need

When arranging seating, consider the personalities of the children. Avoid placing disruptive students close to each other, the over-confident beside the low self-esteem. Visual, hearing, attention span, and other physical handicaps require special placement.

5. Size of seats, desks, etc.

Seats should be appropriate for the size of the child, not just a particular size for the grade. Valenda was in the third grade and assigned the desk of third intermediate grade size. Her physical

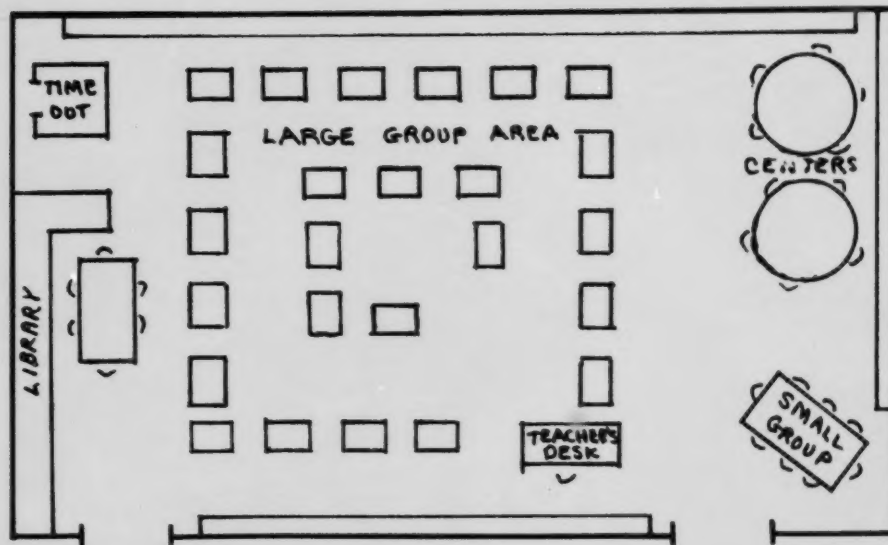
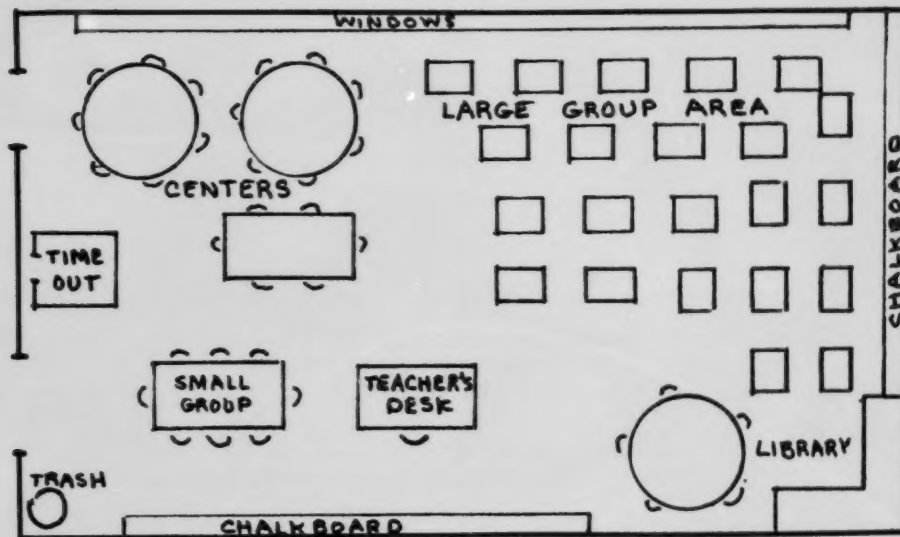
PHYSICAL ENVIRONMENT

build was small, like a first grader. After much frustration with Valenda's inability to stay in her seat (she was constantly hanging upside down, laying on the floor, or walking around), the teacher replaced the large desk with one appropriate for her size. The disruptive behavior ceased.

6. Learning Centers

These areas should be out of view for those working independently, if possible.

Sample Floor Plans



Proper Learning Atmosphere

In creating the atmosphere which promotes self-confidence and self-improvement on the part of the student, the teacher must have a positive attitude toward children. The teacher's attitude is the key factor in establishing the proper atmosphere for learning.

Each human being, including teachers, has his own built-in personal bias or persuasion, whether it be ethnic, religious, political, or different life style. As difficult as it may be, teachers must make a genuine attempt to prevent personal feelings from controlling their actions in the classroom. Attitudes of realness, acceptance, and empathic understanding can provide the teacher with tools to build and promote a positive learning climate.

A teacher who exhibits realness is a teacher simply being himself or herself. The teacher's behavior is congruent with his/her feelings. It is difficult for a teacher to assure a student that he/she is lovable and worthwhile if the teacher does not have those feelings about himself/herself. The teacher must be genuine and allow the student to know that.

Acceptance and respect for the student guarantees a higher degree of learning. The teacher must view the student as a person of worth. Acceptance promotes the belief that the student is trustworthy. A teacher who cares, affirms, and trusts a student furthers self-confidence.

Empathic understanding is the ability to understand behavior from the student's point of view. This attitude is clearly nonjudgemental and nonevaluative. Inappropriate behavior is considered understandable and not as a personal insult. Clearly communicated and sensitive, accurate, empathetic understanding greatly improves the learning climate in a classroom. Students have a clear idea of what is and what is not acceptable within a classroom.

Effective classroom management develops when expectations are accurate, realistic, and clearly understood. The teacher's behavior communicates to the students the type of behavior expected. If a teacher expects students to behave appropriately, then more than likely they will; and if the teacher expects the students to misbehave, then they probably will. It is helpful if the students have a voice in planning rules for the classroom. Students, like most people, tend to obey the rules that they think are important. Rules developed by students are usually not much different than ones the teacher would have developed.

It is the teacher who can initiate a positive climate among classroom members and promote the acceptance of rejected students and new members.

ATMOSPHERE

▲ Group dynamics are important in achieving unity within a class. Through group process students can discuss relevant issues. Discussions among class members can promote a greater feeling of belonging. It seems that inappropriate behavior on the part of a student is simply an attempt to belong. Some students have erroneous information and misconceptions of how to fulfill their need to belong and to be considered lovable and worthwhile. Through regular, frank discussions, these misconceptions can be explored and hopefully, resolved.

Group discussions can identify the following results: (1) the teacher and student can express themselves in a way to be heard; (2) the teacher and student become better acquainted; (3) the teacher and student have an opportunity to help one another.

Students who have a stake in their classroom appear to be more productive. A teacher teaches responsibility by sharing responsibility. Total control of a classroom by a teacher is deenergizing with the primary emphasis on preserving order and maintaining control through the use of discipline. Learning can be desirable and pleasant if the student is part of the learning process.

A successful teacher will have a child-centered curriculum instead of content-centered. Lessons will be well planned and interesting. There will be a multi-media approach rather than a textbook, moving from page one on the first day straight through until the last day of school. All students will not be on the same page, doing the same thing, day after day. Each student will be assured that the teacher is primarily concerned with his/her individual needs. The teacher will provide many honest experiences of success for all of the students. The tasks will be set by considering the student's capabilities. Lip service is not enough in dealing with students' individual needs. If a teacher desires to promote a successful learning atmosphere, consideration of individual needs is a prerequisite.

Mental alertness and preparedness will give the teacher confidence. A teacher cannot promote self-confidence or build self-esteem if he/she does not possess the attitude--(a teacher can't promote what isn't felt). It is helpful to have mental organization, not just physical, as in lesson plans. Lesson plans are necessary for daily preparation and organization. Mental organization is knowing the scope and sequences of the content area being taught. A successful teacher will know the purpose and the direction of the material being taught. This knowledge gives the teacher the ability to work with individual needs.

Management Routines

TEACHER PREPARATION

Lesson Plans. Although each district will have different procedural requirements for the development of lesson plans, each teacher must feel a strong responsibility to develop effective instructional plans.

Good planning is essential for effective teaching. It is the responsibility of each teacher to develop instructional plans consistent with district curriculum and instructional requirements of both elementary and secondary schools.

The initial requirement in instructional planning should be to develop a long-range master plan by the semester or year. Daily, weekly, or unit plans can then be developed from the long range master plan.

A teacher's lesson plan for daily instruction should be prepared at least one week in advance and should be specific enough to provide adequate direction to a substitute teacher.

Often we find that teachers in their plan books tend to list activities, page numbers in the textbook or teacher's guide, and perhaps a few words about concepts to be covered. The listing of topics, skills, and activities that the teacher wants to cover resembles a grocery-store list. Many teachers will glance at a plan book to remind them of what they are to do and then check off the items as they are completed. In the teacher's view, lesson plan book planning serves as a memory-jogger; a list of things to accomplish. Partly because of this view, most teachers will not list objectives that tend to list activities.

This section of the classroom management guide provides the teacher with information that will assist in the development of a more effective instructional program.

Although no set plan can be established for every teacher in every situation, there are certain considerations and conditions that can be observed.

Perhaps the richest form of a teacher's planning is the complex mental dialogue, the reflective thinking, that many engage in before writing their plans or teaching their lessons. Sometimes the result of this mental planning is sketchily outlined in their plan books, but much of it never appears on paper. Part of the mental dialogue resembles a rehearsal of the lesson, and part becomes a reflection on what has happened previously during the year or in other years when a similar lesson was taught.

TEACHER PREPARATION

To be successful, the teacher must fully utilize all planning techniques available to them. The master plan should be developed with foresight into the academic needs of the learner. This master plan should not be solely predicated upon or around the textbook organization. Many teachers seem to take it for granted that children can perceive the continuity of running through the lessons. Because many teachers appear to assume that textbooks have continuity, textbook continuity should be analyzed since it might be less evident than many believe.

In elementary education, social studies, science, language, and art, lessons are particularly disjointed because they are chosen from a number of programs, kits, and magazines. As a school year progresses, teachers tend to spend less time on these subjects than on reading and mathematics, preventing full development of concepts and themes which could have formed the unifying thread running through separate lessons. If we believe schooling should offer children opportunities to make connections among activities, this lack of continuity is particularly worrisome.

The point to be made from these considerations is that there is no set standard for the development of lesson plans but the requirement exists for some method to be employed for long and short range planning. The teacher who utilizes a planning technique will have a higher degree of success in academic endeavors and the learner will have a more gratifying educational experience.

In a recent study, student inattention and misbehavior were usually traceable to problems of discontinuity in the lesson, which in turn were traceable to inadequate teacher preparation. Students were attentive and involved when lessons followed a logical structure and moved along at a good pace, but problems increased sharply when teachers began to: (1) wander for no apparent reason; (2) repeat and review material that was understood; (3) pause to gather their thoughts or prepare materials; or (4) interrupt the lesson to deal with behavior problems occurring outside of the group or to deal with other concerns that could have been postponed. Teachers will minimize classroom management problems if they conduct smooth and well-paced lessons.

Substitute Information. Basic to the success of any classroom organization is the development of a system that will allow the teacher to perceive the unforeseen. A consideration that falls into this category is the substitute organizational plan. Although no teacher expects to be absent, there are times when it is unavoidable. To assist the teacher in ensuring smooth transition when this occurs, consideration should be given to the development of a plan that will facilitate a productive instructional program.

It is understood that teachers should utilize some form of lesson plan that will encourage proper instructional planning. However, these plans sometimes do not meet the unique needs of the substitute.

TEACHER PREPARATION

Teachers should give consideration to providing a packet that will include the following:

1. Emergency procedures i.e. fire, tornado etc.
2. Discipline procedures. Options available, district guidelines, points of contact, responsible person or persons.
3. Schematics of the facility, room, exit locations, etc.
4. Instructional plan overview, course outline, philosophy, and objectives.
5. Drug and substance abuse guidelines.
6. List of activities that are available for use, i.e. the instructional plan fails to fill the outline of the lesson plans.
7. List of student leaders who can assist in the instructional plan.
8. Outline of duty assignments.
9. Provide schedule of auxiliary educational programs i.e. remedial reading, physical education, music, etc.

A very helpful publication to have on hand for your substitute's use is 'Til the Bell Rings: A Teacher's Edition for Filling in the Blanks by Don and Tina Bonner (1706 Clover Circle, Duncan, OK 73533). This book is designed especially for teachers. It contains 65 group exercises for use in grades 6 through 10 as an educationally sound "filler". The exercises are grouped according to the length of time required to complete them.

SETTING LIMITS

Nothing is more frustrating than the chaos that can arise from failure to set limits in a classroom. The teacher is responsible for establishing order, discipline, and priorities while remaining non-judgmental and non-authoritarian in regard to student values and needs. What works well with one group of students may be completely ineffective with the next. The more the students can share in the decision-making and in the establishing of rules, procedures, and priorities, the more likely the class is to succeed in fostering personal growth skills in its members.

Classroom meetings may be used for the teacher and students jointly to:

1. establish classroom rules.
2. adjust the rules.
3. develop new ones when needed.
4. deal with problems.

Suggested activities for the process of establishing rules and procedures follow.

1. The class meets in a circle and brainstorms with a moderator.

SETTING LIMITS

2. Small groups meet and brainstorm (within a time limit); then the whole class discusses the recommendations.
3. A task force can be elected by the class to establish the rules.

Following are some basic points to remember when establishing rules and procedures.

1. Make the rules specific and realistic.
2. Limit them to a minimum number.
3. Establish appropriate consequences according to severity of behavior.
4. Be sure the rules suit your needs as a teacher.
5. Make sure the rules are clearly communicated to students and parents.
6. Abide by the rules consistently and always follow through.
7. Review and adjust your rules frequently.

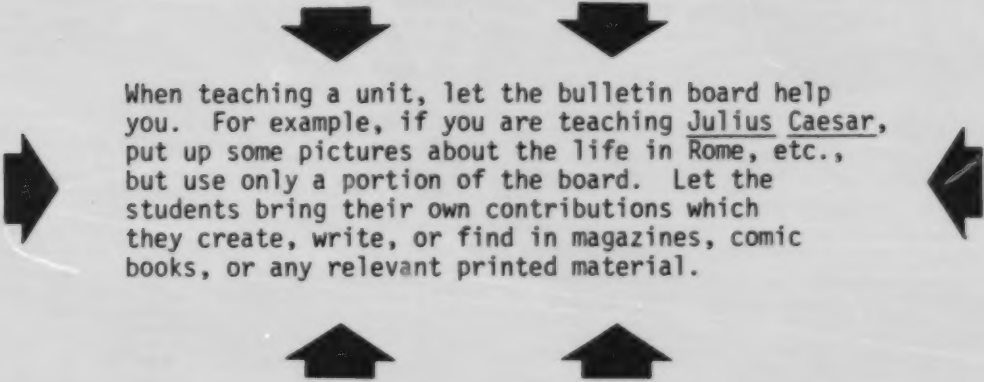
Teachers who try to avoid setting limits and imposing necessary structure will find that this policy backfires, resulting not only in problems of classroom management but also in diminished respect and liking by students.

When setting a limit in your classroom, you state exactly what constitutes acceptable behavior and exactly what consequences will be experienced for not adhering to the limits. For example, if the teacher is constantly bothered by student interruptions he/she might say:

"Those of you who come to me when I am busy with someone else will be ignored. Those of you who come to me when I am not busy with someone else will get my attention."

A limit should be specific rather than general. Otherwise, you leave yourself open to questioning or to interpretation, etc. For example, the teacher might say:

"When everyone is in their seat, I will begin the movie."



When teaching a unit, let the bulletin board help you. For example, if you are teaching Julius Caesar, put up some pictures about the life in Rome, etc., but use only a portion of the board. Let the students bring their own contributions which they create, write, or find in magazines, comic books, or any relevant printed material.

THE ART OF GETTING ALONG

Sooner or later, wise people discover that life is a mixture of good days and bad, victory and defeat, give and take.

They learn that it doesn't pay to be a sensitive soul - that they should let some things go over their heads like water off a duck's back.

They learn that whoever loses his/her temper usually loses.

They learn that all persons have burnt toast for breakfast now and then, and that they shouldn't take the other individual's grouch too seriously.

They learn that the quickest way to become unpopular is to carry tales and gossip about others.

They learn that most people are human and that it doesn't do any harm to smile and say "good morning" even if it is raining.

They learn that it doesn't matter so much who gets the credit so long as the business shows a profit.

They come to realize that the business could run along perfectly without them.

They learn to sympathize with the youngsters coming into the business and remember how bewildering it was when they first started out.

They learn not to worry when they do not make a hit EVERY time because experience has shown if they always give their best, their average will break pretty well.

They learn that no one person ever got to first base alone and that it is only through cooperative effort that we move on to better things.

They learn that their co-workers are not any harder to get along with in one place than another, and that "getting along" depends about 98 percent on themselves.

Adapted from an anonymous treatise

Teaching Techniques

In order to achieve their potential children must have physical, emotional, intellectual, and social needs met while receiving encouragement toward development of a good self-concept. It is also important to assist children in their development of self-competence and self-reliance. We need to learn to get along with others and develop the ability to laugh at ourselves or with others.

The process skills should be stressed in ALL subjects. These include:

1. gathering information and turning it into useful knowledge.
2. estimating.
3. classifying.
4. finding patterns.

We do need to emphasize competence in the basic skills. This should be an interdisciplinary project and should be done in all areas. For example, math can readily be reinforced in business, home economics, and industrial arts classes. Communication skills should be reinforced in ALL subjects.

We must MAINTAIN the basics and put our knowledge to practical use. The following are some strategies for successful teaching.

1. Thoroughly explain and illustrate a topic before making an assignment.
2. Let the student know exactly what is expected at the end of the lesson, unit, or grading period.
3. Have patience and understanding.
4. Show sincere interest, care, warmth, and firmness at the right time and in the right situation.
5. Teach one thing at a time at a pace where the learner can master the material.
6. Re-explain and re-illustrate a lesson or assignment when necessary.
7. Provide ample repetitive practice.
8. Provide immediate reinforcement through materials with correct answers. (Take wrong answers and guide the students to turn them into right answers.)
9. Vary presentations with teacher demonstrations, visual aids, etc. (Keep teacher lecture and use of written word at a minimum.)

TEACHING TECHNIQUES

10. Make maximum use of films, field trips, game-type and simulated activities, and peer tutoring.
11. Give ample individual assistance.
12. Modify the standards so that each learner can attain some measure of success.
13. Give short but frequent tests at the learner's level. (Keep an accurate record of student progress available.)
14. Use relevant daily activities which actively involve the student. (Learn techniques for asking questions to facilitate discussion and feedback.)
15. Make students feel comfortable about reading aloud.
16. Allow students to participate in the selection and planning of projects. (Then they are more apt to throw themselves wholeheartedly into the enterprise.)
17. Avoid excessive teacher direction. (This may cause students to become apathetic, defiant, or to escape from the whole affair.)
18. Spend ample time with students in recalling and discussing what has been read, as this is a great learning facilitator.
19. Provide students with problem-solving situations involving the design and testing of plausible solutions. The thinking process is stimulated when students encounter an obstacle, difficulty, puzzle, or challenge in a course of action which interests them.
20. When attempting to help pupils form a general concept, present the concept in numerous and varied specific situations, contrasting experiences with and without the desired concept. Then encourage precise formulations of the general idea and its application in situations different from those in which the concept was learned.
21. Schedule classroom activities so that periods of sustained concentration or vigorous activity are required when the students seem most able to handle them.



Keep a record of the names of books that elementary students read. This encourages them to do more reading.



Communication

Communication is a topic covering a very broad area of complicated human relationships and the lack of it is definitely the primary cause of most controversies. We must constantly strive to acquire improved communication techniques and to maintain an attempt to listen empathetically and with an open mind to the feelings, ideas, and opinions of others.

This section, along with general tips of improving communication skills, includes information in facilitating group processes, brainstorming, feedback, motivation, non-verbal techniques, and reflective listening.

NON-VERBAL COMMUNICATION

Some of our most powerful symbols are non-verbal; the most important of which is TOUCH. Touch can be an effective tool in classroom communication. An old-fashioned pat on the back can work miracles. A light touch on the shoulder can also be a preventive measure for classroom control.

Other non-verbal signals for use in the classroom follow.

1. Proximity control
2. Stopping
3. Staring
4. Lifting an eyebrow
5. Flipping the lights
6. Ringing a bell
7. Leaving the room
8. Clearing your throat

The following mannerisms in students are warning signals denoting possible behavior problems you might be on the alert for in the classroom.

1. Biting lip or fingernails
2. Chewing pencil
3. Twisting hair
4. Poor posture
5. Stress or strain in face

If your students seem restless, provide a change of pace, such as rearranging the schedule, playing music or games, or trying an unusual teaching approach.

TIPS FOR
IMPROVING
COMMUNICATION

1. Did you say what you MEANT to say?
2. Does the other person understand what you meant to say?
3. Communicate person-to-person; not position-to-position (role).
4. Treat EVERYONE with dignity and respect.
5. Chatter is useful because it makes people feel comfortable.
6. Try to see the other person's point-of-view.
7. Be sensitive to emotions of others but maintain objective control.
8. Maintain integrity.
9. Take time to process words of someone before responding.
10. Be realistic; give and take.
11. Remember that positions are changeable. Don't lock your mind.
12. Help get rid of negative feelings by listening.
13. Try to distinguish between facts and feelings or opinions.



 Communication is one of the essential components of today's education. Oral communication is sometimes neglected. Let the students conduct their own discussions or even teach parts of the lesson. This gives the teacher a moment's relief from being in front of the class and allows the students to try their wings in verbalizing. You can also evaluate your teaching by watching their performance. 

INTERPERSONAL COMMUNICATION SKILLS

1. PARAPHRASE Repeat back in your own words what you have heard the other person say. This helps clarify matters and avoid mistakes.
2. IDENTIFY PROBLEMS Identify where the problem really lies. The person who has negative feelings--who is "not-OK"--has the problem and he or she needs to solve it.
3. LISTEN FOR FEELINGS Help the other person get rid of negative feelings by listening to and pinpointing those feelings. Once the negative feelings are out in the open, the problem can be better attacked and solved. Until the negative feelings are unloaded, the person is at least partially dysfunctional. One thing to remember: You can effectively listen to others' feelings only if you are OK.
4. BE ASSERTIVE Not aggressive, not submissive, but assertive. Explain clearly to the other person (a) how you objectively see the situation; (b) how you honestly feel about it; and (c) what the ultimate effects will be if the situation is not resolved satisfactorily. Finally, be willing to listen openly to the perceptions and feelings of the other people involved.
5. USE EFFECTIVE PROBLEM SOLVING Memory, cognition, and convergent types of thinking are reproductive. That is, they use ideas and concepts you've already learned. Divergent and evaluative thinking, however, when used in combination, are productive because they help you develop solutions uniquely fitted to the specific problem.
6. RESOLVE VALUES CLASHES Consulting, modeling, self-modification, and "spectrum analysis" (see page 66) are available as tools to work on values clashes. There are no guarantees that anything will bring two people with different sets of values together, but these will better the odds of developing respect for one another and learning to live together even when differences cannot be totally reconciled.
7. LEARN HOW GROUPS WORK Group process techniques can make us more effective participants in group discussions. Also, learning the psychology of groups can help us better understand the effects groups have on us.

COMMUNICATION SYSTEM
by
Bill Borgers

STUDENT INPUT

Teacher advisory group

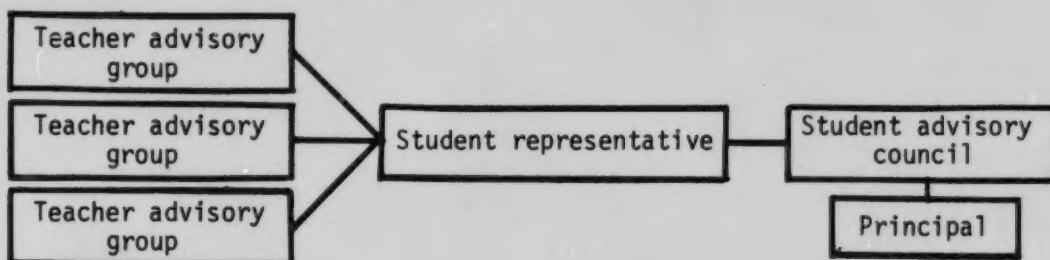
Meet once every two weeks

Student forum

Meet once per six weeks

Student advisory council

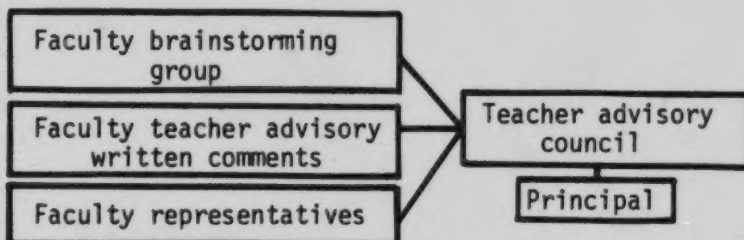
Meet once per six weeks



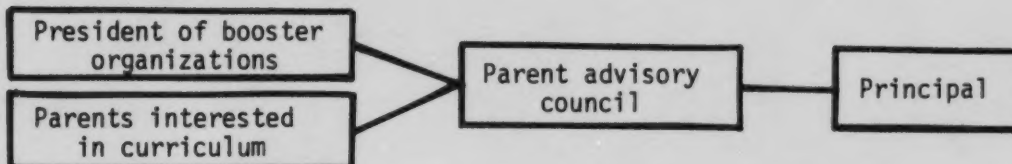
TEACHER INPUT

Meet once every two weeks

Meet once per six weeks



PARENT INPUT



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FEEDBACK*

The concept of feedback can be applied to interpersonal communications. Through our behaviors, each of us sends many messages to those around us. When someone shares a reaction to one of those messages, feedback is given. The purpose of giving feedback to another is to increase our shared understanding about behavior, feelings, and motivations; to help develop a growth relationship. When we give feedback, we should describe the behaviors we have observed as well as share our reactions; if not, the receiver has only a reaction and no understanding of the basis for it. Also, the giver of feedback is more helpful to the receiver if specific perceptions and reactions are described.

A receiver of feedback must listen to the feedback and understand it correctly. Here we can put to use our skills of paraphrasing and perception check. It is also appropriate to ask for feedback about specific behaviors. For example, a person may wonder what your reactions have been to silence during group conversations. That person has a concern about your reactions because he/she would like to know you better. Asking you for feedback will do two things: provide your reaction to the silence and help build trust and openness. Thus, feedback can clarify perceptions and help us see ourselves as others see us. It helps us to know the specific reactions that different individuals have to our behavior. Then we can better match our behaviors with our intentions. We also can more accurately match our verbal and nonverbal behaviors.

Factors Affecting Feedback

The giving and receiving of feedback is influenced by factors within the giver, the receiver, and the organizations where we work. First, factors within the giver allow the sharing of some reactions and holding back on others. These include values and ideologies, assumptions about how the receiver might react to the feedback, experiences with openness, trust level, and willingness to take risks.

Second, factors within the receiver influence what feedback is really heard and what is screened out. Factors include values and ideologies, the image of self and strength of the need to maintain it, assumptions about the giver's intentions in sharing, and the receiver's norms of openness, trust, and willingness to take risks.

Third, organizational factors affect the giving and receiving of feedback. They include the degree of formality and informality in procedures, amount of time available to build growth relationships, roles, building layout and norms within the organization of openness, and sharing.

*Robert C. and Isabel L. Hawley. A Handbook of Personal Growth Activities for Classroom Use. Amherst, MS: Education Research Association, 1972. Used with permission of the publisher. All rights reserved.

Facilitating Feedback

Awareness and use of guidelines for giving and receiving feedback can be a major help in facilitating constructive exchanges. Note that these are only guidelines, not hard and fast rules. There are undoubtedly situations for each guideline that call for exceptions.

✓ Guidelines for GIVING feedback

1. READINESS OF THE RECEIVER

Give the feedback only when there are clear indications the receiver is ready to listen to it. If not ready, the receiver may not hear it or misinterpret it.

2. DESCRIPTIVE NOT INTERPRETIVE

Giving feedback should be like acting as a "candid camera." It is a clear report of the facts, rather than your ideas about why things happened or what was meant by them. It is up to the receiver to consider the whys or the meanings or to invite the feedback giver to do this considering with him/her.

3. RECENT HAPPENINGS

The closer the feedback is given to the time the event took place the better. When feedback is given immediately, the receiver is most apt to be clear on exactly what is meant. The feelings associated with the event still exist so that this, too, can be part of understanding what the feedback means.

4. APPROPRIATE TIMES

Feedback should be given when there is a good chance it can be used helpfully. It may not be helpful if the receiver feels there is currently other work that demands more attention. Or, critical feedback in front of others may be seen as damaging rather than helpful.

5. NEW THINGS

There is a tendency in giving feedback to say only the obvious. Consider whether the thing you are reacting to really may be new information for the receiver. Many times, the thing which may be helpful new information is not simply a report of what you saw the receiver doing, but rather the way it caused you to feel or the situation you felt it put you in.

6. CHANGEABLE THINGS

Feedback should be about things which can be changed if the receiver chooses to do so.

7. NOT DEMAND A CHANGE

The concept of feedback should not be confused with requesting a person to change. The receiver can consider whether he/she wishes to attempt a change on the basis of new information. You may wish to include that you would like to see certain changes, but it is not apt to be helpful to say, in effect, "I have told you what's wrong with you, now change!"

8. NOT AN OVERLOAD

When learning how to give feedback, we sometimes tend to overdo it. It's as though we were telling the receiver, "I just happen to have a list of reactions here and if you'll settle back for a few hours I'll read them off to you." The receiver may prefer time to consider each item.

9. GIVEN TO BE HELPFUL

You should always consider your own reasons for giving your reactions. Are you trying to be helpful to the receiver? Or, are you unloading some of your own feelings or using the occasion to try to get the receiver to do something that would be helpful for you? For example, if you are angry at the other and wish to express it, say so, but include a description of the behaviors that caused the anger.

10. GIVER SHARES SOMETHING

Giving feedback can become "one-upsmanship". The receiver goes away feeling as though (s)he is "not as good" as the giver, because it was her/his potential for improvement that was focused upon. The giver may see herself/himself as having given a lecture from the lofty pinnacle of an imaginary state of perfection. The exchange often can be kept in better balance by the giver including some of his own feelings and concerns.

11. IS SPECIFIC, NOT GENERAL

Use quotes and give examples of what you are referring to.

✓ Guidelines for RECEIVING Feedback

1. STATE WHAT FEEDBACK YOU WANT

Help the giver provide useful reactions by asking for feedback about specific things.

2. CHECK WHAT YOU HAVE HEARD

Use paraphrasing to be sure you understand the giver's message. Because the topic is your own behavior, you may tend to move toward thinking about the meaning of the feedback before you are sure you are hearing what was intended.

3. SHARE YOUR REACTIONS TO THE FEEDBACK

As your own feelings become involved, you may forget to share your reactions to the feedback you have received. Knowing what was and was not helpful assists the giver in improving the skill of giving useful feedback. If uncertain about your reactions, the giver may be less apt to risk sharing in the future.

Feedback comes in all the time. When a student slouches in her/his chair, smiles and nods her/his head, stares blankly out the window, or carves on her/his desk, (s)he's giving informal feedback. While this informal feedback is important data for the teacher to use in planning and evaluation work, formal feedback taken at regular intervals is important both to the teacher and to the student.

Formal feedback lets the teacher check the accuracy of her/his perceptions of the informal feedback and is a means of providing additional information where the informal feedback is lacking. More important, however, formal feedback is a way of letting the student know that the teacher is interested in student reactions to the class and that (s)he may be willing to work toward changing the class to meet student needs. At a time of life when young people are caught up in feelings of powerlessness over the use of their time, over the events that shape their lives, over the metamorphosis that is taking place in their bodies, the feeling that they can and do have some control over even a small part of their own education is a powerful motivating force. One additional advantage of formal feedback is that it gives students a change to reflect over the course of their time in class and to summarize and draw inferences concerning the processes taking place in the classroom.

Feedback Forms:

Procedure: Once a week the teacher distributes the Feedback Form (page 62) and sets aside 10 minutes of class time for students to fill out and turn it in. The following day the teacher summarized the feedback, noting general trends, and pointing out dissenting opinions. The teacher states how the feedback will be used, stating what things can and can't be done at this time. It should be noted that change is always a difficult and uncertain thing, and the help, cooperation, and understanding of the class will be necessary.

Feedback Sentence Stems:

Procedure: Same procedure as Feedback Forms. Some of the sentence stems from this form can also be used as whips. (See page 63)

Letters to the Teacher:

Procedure: Ten or fifteen minutes a week is set aside for students to write a private letter to the teacher. For this activity to be successful it is important that the teacher make some kind of written answer and return the letters to the students promptly. (CAUTION: Nothing kills this activity faster than commenting on spelling, mechanical errors, handwriting, etc. Some teachers make tape cassettes available to students who wish to talk their letters rather than write them.)

"Dear Me" Letters:

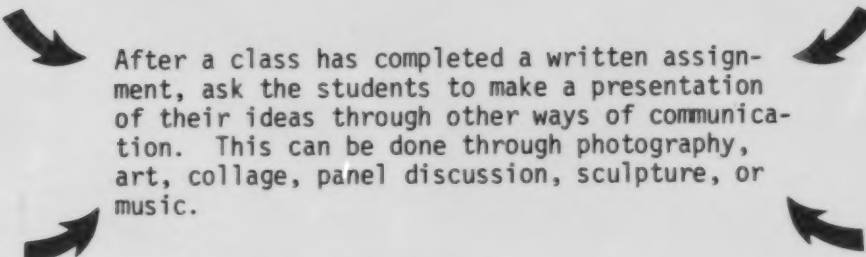
Procedure: Once a week 10 or 15 minutes of class time is set aside for students to write letters to themselves, making a carbon copy for the teacher. The student keeps the original in a special folder or private notebook.

Telegrams:

Procedure: Five minutes is set aside for students to compose a telegram to the teacher, keeping in mind that telegrams are messages of importance, generally either an instruction to do something, an announcement of an unusual event, or an unusual observation. Telegrams are limited to nine words. The teacher can respond to individual telegrams that next day or write one or two telegrams to the class.

Third Person Letter:

Procedure: A suggestion box or envelope tacked to a bulletin board serves as a mail box for "Dear Abby" notes. Students may find it easier to "open-up" if communicating with the teacher indirectly. This should help the sensitive child who finds it difficult to express personal feelings. Teacher reads and responds with an "answer" which is posted on bulletin board for the student to find.



After a class has completed a written assignment, ask the students to make a presentation of their ideas through other ways of communication. This can be done through photography, art, collage, panel discussion, sculpture, or music.

FEEDBACK FORM

1. How satisfied were you with this week's sessions? (Circle one)

1	2	3	4	5	6	7
very dissatisfied						very satisfied
2. What was the high point of your week in class?

3. What factors contributed towards your satisfaction?

4. What could be changed to make these sessions better for you?

5. What can I do to make these sessions better for you?

6. What can you do for yourself to make these sessions better for you?

7. What are some of the special issues, concerns, or questions that you would like to see raised in class next week?

8. Free comment/suggestions/questions/jokes/etc.

NAME (optional) _____

Please use the back if you need more space for any item.

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FEEDBACK SENTENCE STEMS

1. The high point of my week was when _____

2. I feel most satisfied at times when _____

3. If I could change one thing about this class it would be _____

4. One thing I'm going to do personally to make these classes better for me is _____

5. Next week would you please try to _____

6. And I'd also like to say _____

NAME (optional) _____

BRAINSTORMING*

Brainstorming is perhaps the most important single skill in the entire repertory of personal growth activities. The conscientious use of brainstorming and adherence to the rules of brainstorming produce a versatile, creative, mind-expanding way of thinking. The rules should be reviewed often, and it is probably a good idea to discuss the rationale for each with the class.

Rules of Brainstorming

1. Express no negative evaluation of any idea presented.
2. Work for quantity, not quality--the longer the list of ideas, the better.
3. Expand on each other's ideas; piggyback and elaborate wherever possible.
4. Encourage zany, far-out ideas.
5. Record each idea, at least by a key word or phrase.
6. Set a time limit and hold strictly to it.

Rationale: Brainstorming helps to generate a large volume of ideas. It encourages germs of ideas, half-formed ideas; it gives ideas with some merit and some drawbacks a chance to grow and develop, and it turns group problem-solving away from a competitive, one-upping atmosphere towards a truly collaborative venture where the main adversary is the problem to be solved rather than others in the group.

In a large sense the rules of brainstorming form the structure for the personal growth classroom as a place where all are accepted for what they are, where all may try without fear of failure, where active collaboration is encouraged, and where creativity, individuality, and unorthodoxy are respected.

Brainstorming is also an easy and effective method of community building.

1. Express no negative evaluation: This rule encourages participants to speak freely without prejudging whether their ideas are good enough to be shared. It says, "All ideas are welcomed here." The aura of acceptance and respect for each individual grows where this rule holds sway as a part of the class routine.

*Robert C. and Isabel L. Hawley. A Handbook of Personal Growth Activities for Classroom Use. Amherst, Ms: Education Research Association, 1972. Used with permission of the publisher. All rights reserved.

BRAINSTORMING

2. Work for quantity: This rule helps the idea flow by adding a game-like tension to the activity. Quality is a by-product of quantity. The longer the list, the more likely it is to contain a number of really useful or eventually workable ideas. This rule encourages everyone to try without the jeopardy of failure.
3. Expand on each other's ideas: This rule tells people that they can help each other. It's important to listen to others because they might spark something in your mind. When one person elaborates on another's idea, he/she is paying a compliment to that person, accepting him/her, appreciating his/her contribution, showing him/her to be a worthy collaborator. This rule can help change the classroom from the scene of a game with winners and losers to a place where all can win.
4. Encourage zany, far-out ideas: This rule encourages creativity, individuality, the unusual, and the unexpected. Many zany, far-out ideas have a useful kernel which may not be evident to the one proposing the idea but which is picked up later by the group. And, a zany idea may trigger another idea in someone else's mind. Problems are often seen in new ways with this practice.
5. Record each idea: This rule takes away the pressure for perfection. Time is seen as a valuable resource to be taken into account in any undertaking. Generally, where a time limit is regularly established and adhered to, personal commitment is high because individuals are relieved of the tension of determining when they have worked long enough to satisfy the requirements of the tasks.

Time commitment is an important and often neglected factor in school. The student who has budgeted his/her class-change time carefully to allow himself/herself to go to the bathroom, speak to a friend, or put the finishing touches on an assignment can be rightfully resentful of the teacher who takes two minutes after the bell to finish an important point or to give an assignment. On the other hand, math teachers have reported very good results from asking their students to commit a certain time period to homework (rather than a specific number of problems). Consider the difference in student commitment between asking students to practice their math or English for half-an-hour on the one hand (just as they might practice their piano or figure-skating for half-an-hour) and asking them to do 20 problems until they get them all right on the other. Treating students' time as important is another way of showing them that they as individuals are important.

Practicing Brainstorming: Brainstorming is a skill which can be improved through practice. The rules should be reviewed before each brainstorming session and posted on the blackboard or wall. Brainstorming can be done by the entire class or in small groups. Groups of five or six are small enough so that no one need wait to offer his idea, yet large enough so that the variety of ideas is stimulating. When the entire class brainstorms as a group, it may be necessary to have two or three recorders at

BRAINSTORMING

the blackboards so that they can keep up with the fast-flowing ideas. Brainstorming is no time for raised hands or other such formalities. When small groups brainstorm, it is important to cross-fertilize by having the recorder for each group read the group's list to the entire class, or where time is a problem, groups can pair and read their lists to each other. Another way of sharing group lists is to have each person in the group pick the idea (s)he likes the most from the group's list, and then have the selected list read to the entire class.

Warm-up Brainstorms: Warm-up brainstorms should be on playful subjects to encourage and show acceptance of zany, far-out ideas. Warm-up brainstorms are designed to free the mind from practical considerations and to encourage flights of fancy. Here are some possible topics for warm-up brainstorms:

1. You have been stranded on a tropical desert island. Food and water are no problem as the island can provide these in plenty. You have only one artifact of civilization--an empty Coke bottle. Brainstorm uses for the Coke bottle. (Time limit: 5 minutes)
2. Brainstorm ways to improve on the common bathtub. (Time limit: 5 minutes)
3. Brainstorm uses for a fire hydrant (junk automobiles, broken baseball bats, tabs from flip-top cans, old wheel covers). (Time limit: 5 minutes)
4. Brainstorm ways to send love to someone far away. (Time limit: 7 minutes)
5. Brainstorm new kitchen appliances. (Time limit: 7 minutes)
6. Brainstorm zany topics for warm-up brainstorms. (Time limit: 5 minutes)
7. Brainstorm a poem on a particular theme which must rhyme and follows the rhythm of a well-known tune (a poem about life in America set to the music of "Davy Crockett"). Let students sing their brainstorm creation when completed.

Spectrum Analysis: For each item on the brainstorm list, look first for the good, useful, or workable parts. The idea as a whole may be unworkable, but there may be a useful kernel which can be used to provide a new and creative solution. We are so conditioned to look for the flaws in an idea that the useful part is often overlooked and the wheat is thrown out with the chaff. Following this procedure, the list can be reduced to the three or four most promising items. These few can then be examined in further detail before a final decision is made.

BRAINSTORMING

Alternative Search: Brainstorming is a good method for finding alternative solutions for problems.

Individual Problems: An individual can bring a problem for alternative searching to a small group, such as, "How can I keep track of all my assignments?" Several minutes are spent filling in the group on the background of the problem. The group then brainstorms solutions for a specific amount of time (usually no longer than 10 minutes). The individual acts as recorder. The individual can then follow up with a spectrum analysis (see page 66) and a self-contract (see below).

Generic Problems: The class as a whole brainstorms problems that young people their age might have. Then one problem is selected for an alternative search by the whole class, or the class may divide into groups, with each group choosing a problem from the list.

1. Ways to spend spring vacations.
2. Ways to make Thanksgiving more meaningful.
3. Ways to increase your circle of friends.
4. What to do if your good friend gossips about you.
5. Ways to save money.

Self-Contracting: Brainstorming is not required for self-contracting, but self-contracting is so often a useful follow-up to an alternative search brainstorm that it is included here.

Once a person has selected a course of action which may lead towards the solution or reduction of a problem, a contract can be written specifying what must be done, for how long, and what observable indications of success will be used to evaluate it. Since research indicates that about three weeks are necessary for a new pattern of behavior to become fully functional, the final evaluation of the self-contract should come about three weeks after the initiation of the contract.

A self-contract is personal and private. The teacher or other members of the class should never ask to see it. If the student wants to show it to the teacher or others, that is permissible.

Brainstorming To Teach Organization: Brainstorming can be used to show how a subject can be organized in various ways. The class is given a subject and asked to brainstorm subjects that could go under the main heading. Then one of the sub-headings subjects is selected and the class brainstorms sub-headings under that subject. The process can be repeated until the sub-headings (or the students) are exhausted.

BRAINSTORMING

Example: Subject: Cars

Sub-headings: Engine, body, uses, colors, makes, etc.

Sub-engine: Fuel, carburetor, pistons, exhaust, etc.

Sub-fuel: Octane, additives, brands, etc.

Brainstorming To Teach Information: Brainstorming can be used to interest students in a new topic for study. Brainstorming facts about a new topic gives students and the teacher a chance to find out what the general store of knowledge in the class is, where particular points of interest are, and what, if any, misinformation exists about a subject. It also allows the students to think of each other as resources. During the brainstorming period, all the rules should be in effect. This means that erroneous information is recorded along with the rest. The teacher may say something like: "Some people may disagree with some of the things that come up in the brainstorming. Even I may disagree. But we will first put down everything without determining whether it is right or wrong, and later, after we have finished the brainstorming, we can go back and circle the things that are in dispute. Then we can try to find out whether they are or aren't true." After the brainstorming, items can be verified by recourse to reference material of the teacher's wisdom. Those items which are hotly disputed might serve for further study. Sub-items from the list could also be chosen to be brainstormed as in Brainstorming To Teach Organization on the previous page.

Examples of brainstorming to teach information:

1. Causes of the Civil War.
2. Uses for plane geometry.
3. Electricity.
4. Capitals of the United States.
5. Reasons for studying French.
6. Macbeth's motives for murdering Duncan.

The teacher should avoid having this brainstorming turn into a "guess what the teacher is thinking of" game. This kind of brainstorming is most effective when it is open-ended, and when the teacher shows by words and actions that all the pieces of information are accepted.



Dramatic activity for the elementary provides a pleasant variety. Maybe the most important function the teacher can fulfill in dramatic play is not to interfere with it. Be sure there is ample time and do not "direct" the play.



GROUPIES ARE GREAT!!!

Effective small group interaction is a powerful and necessary tool in a teacher's attempt to individualize and enrich students' learning experiences. We could survive without the large group. We could manage without the complexities of the flexible schedule. But, without the small group, we would inevitably fail in our educational task. The reason is simple: it is only through the small group that we can multiply the opportunities for pupil-teacher interaction. Very significant kinds of learning take place only through such interaction. But, it does not just happen, and if the effectiveness of it is left to chance, most small groups will degenerate into a rap session that will lead to boredom and apathy. However, the same forces that can lead to boredom and apathy can be channeled into purposeful problem-solving and discussion. To cultivate group skills we suggest the following five facilitators:

I. METHODS AND MODELS

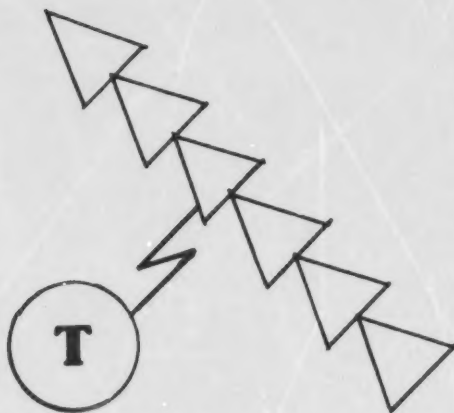
1. The Task Group

- a. Task is clearly defined and understood by all.
- b. Be certain that roles and individual assignments are sharply delineated.
- c. Provide the necessary resources or indicate where they might be obtained.
- d. Check closely on the progress of the group and hold them to a realistic schedule.
- e. Provide for some type of feedback to the large group through oral, written, and audiovisual reports.



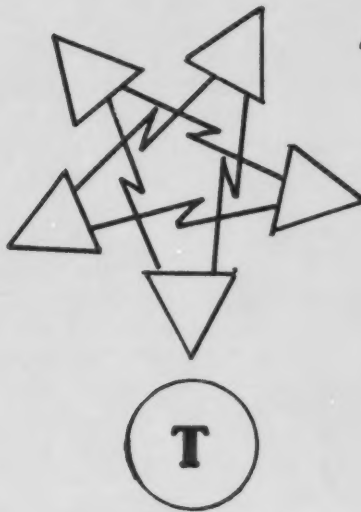
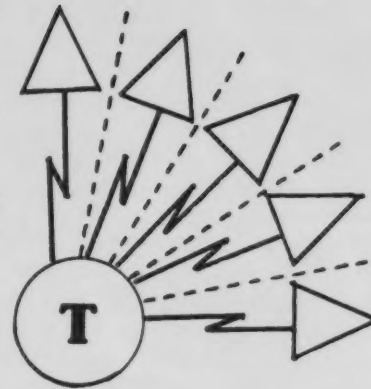
2. The Didactic Group

- a. The teacher or a student leader presents material with the purpose of informing.
- b. The teacher should use the small group occasionally to review, to clarify, and to interact with questions and comments.
- c. There are certain things a teacher can teach in a small group that cannot be taught in a group of 27.



3. The Tutorial Group

- a. The emphasis is on individual instruction, usually of a remedial nature, although it may well be individual instruction, motivation, evaluation or an independent study project of an advanced nature.
- b. The teacher or a student leader uses the small group session to deal with the individual members.
- c. A good teacher can probably give effective individual attention to seven or eight students in a half-hour period and accomplish real benefit for the learner.

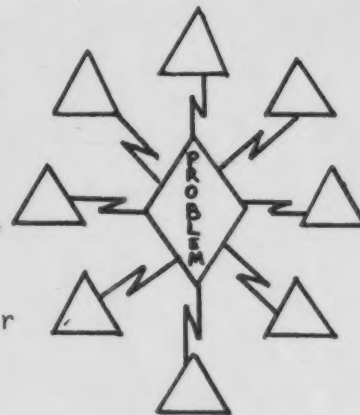


4. The Discursive Group

- a. The free and uninhibited discussion by students of a topic of prime importance to them.
- b. The only preparation is that of finding a topic of sufficient interest to the class.
- c. Teacher role is one of an interested observer--stay out of the way!
- d. Can be a great waste of time and often is productive of nothing except the exchange of prejudices, serving merely to reinforce erroneous ideas.
- e. Good discussions or just "bull sessions"?

5. The Brainstorming Group

- a. Problem-centered or solution-centered free and uninhibited interaction.
- b. Teacher role is to motivate and then to stay out!
- c. The teacher should not criticize, evaluate, or react negatively to any idea advanced in brainstorming session.
- d. "Free-wheeling" is welcomed; the wilder the idea, the better!
- e. Quantity is wanted.



II. FUNCTION OR FIZZLE1. Task- Content FUNCTIONS or Roles

- a. INITIATION: helps start discussion; proposes a task or goal; defines group problem; suggests procedures for solving problems; suggests other ideas for consideration.
- b. INFORMATION OR OPINION SEEKING: requests facts on the problem; asks for relevant information; asks for suggestions and ideas.
- c. INFORMATION OR OPINION GIVING: offers facts; provides relevant information; states beliefs; gives suggestions or ideas.
- d. CLARIFYING: interpreting or reflecting ideas or suggestions; clears up confusion; indicates alternatives and issues before the group; gives examples of ideas being discussed.
- e. SUMMARIZING: pulls related ideas together; restates suggestions after the group has discussed them.
- f. CONSENSUS TESTING: sends up "trial balloons" to see if group is nearing a conclusion; checking with the group to see how much agreement has been reached.

2. Maintenance - Process FUNCTIONS or Roles

- a. ENCOURAGING: friendly, warm, and responsive to others; accepts others and their contributions; listens intently; shows regard for others by giving them an opportunity for recognition.
- b. EXPRESSES GROUP FEELINGS: senses feelings, moods, relationships within the group; shares own feelings with other members.
- c. HARMONIZING: attempts to reconcile disagreements; reduces tension by "pouring oil on troubled waters"; encourages members to explore their differences agreeably.
- d. COMPROMISING: offers to compromise own position, idea or status; admits error; disciplines self to help maintain the group.
- e. GATE-KEEPING: sees that others have a chance to speak; helps keep the discussion a group discussion rather than a one, two, or three-way conversation.

- f. SETTING STANDARDS: expresses standards that will help the group achieve; applies standards in evaluating group functioning and production.

III. DISCERN THE DISTRACTORS

These distractors can deter a group from its purpose. A functional group disciplines its members; however, it is essential to know what is happening before effective remedial action can be taken. Generally the person who remains individually-oriented while apparently functioning as a problem-solving or discussion group tends to impede group progress. Many times an awareness of this can eliminate negative and disruptive behavior.

1. AGGRESSOR: deflates status of theirs; expresses disapproval of values, acts, feelings, or the others; attacks the group or the problem it is working on; jokes aggressively; shows envy towards another's contribution by trying to take credit for it.
2. BLOCKER: negative; stubbornly resistant to ideas of group; disagrees and opposes beyond reason; attempts to maintain or bring back an issue after the group has rejected or bypasses it.
3. RECOGNITION-SEEKER: calls attention to self by boasting, reporting on personal achievements; acts in unusual ways; struggles to prevent being placed in an inferior position.
4. SELF-CONFESSOR: uses the group as an audience to express personal, non-group-oriented feelings, insight, ideology, etc.
5. DASHER-BASHER: (also called playboy/playgirl) makes a display of his/her lack of involvement in the group processes; may utilize cynicism, horseplay, and more or less studied forms of disruptive behavior.
6. DOMINATOR: tries to assert authority or superiority by manipulating the group or certain members of the group; this domination may take the form of flattery, asserting a superior status or right to attention, giving directions authoritatively, interrupting the contributions of others, etc.
7. HELP-SEEKER: attempts to call forth "sympathy" responses from others or from the whole group through expressions of insecurity, personal confusion, or depreciation of himself/herself "beyond reason".

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8. SPECIAL-INTEREST PEDDLER; attempts to speak for a special interest group such as "grass roots", community, "everybody", etc.; usually cloaks his prejudices or biases in the stereotype that best fits his individual needs.

IV. OBSERVE THE OPERATION

Observers have a dual responsibility:

1. They are aware of group progress.
2. They are concerned with the quality of individual contributions.

Questions observers may be aware of as they watch the group progress;

1. How well are the participants contributing to progress?
2. What effect does the leader have on the group?
3. Was the discussion lopsided? Why or why not?
4. Did the group stick to the point and actually analyze situations?
5. Was it satisfied with superficial analysis?
6. Was there evidence that participants were listening to each other?
7. Was there encouragement to members to participate? Specify.
8. What behaviors hindered the effective working relationships and participation of the group?
9. What behaviors helped the effective working relationship and participation of the group?

A checklist for observers

1. Tries to observe what goes on in an objective manner.
2. Makes notes for the summary statement.
3. Checks to see that the leader does what is supposed to be done.
4. Mentally identifies the role(s) which each member of the group is playing.

5. Does not talk down to the group when making the report.
6. Is ready to report to the group at any time.

V. SECRETS OF SUCCESS

The small group is such a vital component of learning that it must be a scheduled activity--and scheduled as often as possible. Given this basic premise, we shall look at some of the secrets of success in the small group process.

First, what physical arrangements would make for the best small group performance? We should not make the mistake of assuming that the small group can function effectively in any kind of environment. Adequate ventilation, proper seating, good acoustics, and attractive environment all produce better discussion. While there has been much well-deserved kidding about the teacher who always wants to "put our chairs in a circle and begin to discuss", such scorn should not make us forget that for most small group purposes, the circle arrangement is the best. Every careful research has documented the fact that such an arrangement produces the most productive exchange of ideas. One interesting sidelight: even in a circular arrangement, members tend to address more communications to the person opposite them, not to the person on their right or on their left.

How small should the small group be? Possibly no other aspect of small group learning has been so diligently researched. The research suggests that, first of all, there is no single ideal size for all groups. The best size depends on the nature of the task and the skills available in the members of the group. For any task-oriented group the ideal size is the smallest number that represents all the required skills necessary for the accomplishment of the task. In a group that is essentially discussion oriented, the evidence seems quite clear that five or six represents the optimum number. With a group fewer than five, the individual members feel threatened; they know clearly they are on the spot. Such a threatening situation tends to inhibit free response. On the other hand, in a group larger than five, the amount of participation by the individual members can fall off sharply. The bigger the group, the greater the gap between the most frequent contributor and the rest of the group. Research seems to indicate that when the small group starts to look like a class is when it reaches 14 or 15 members.

What of these small group tasks to which we have alluded? What can the small group do in the educational setting? Here again there has been too narrow a view of the small group. Some teachers think that the small group must be tied in closely with the content of the curriculum where they should be concerned about uncovering and discovering with students a world of exciting knowledge. And, it is in

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the small group that uncovering and discovering best takes place. Actually, the small group has numerous roles and functions which can be identified simply by asking, "What can I do with a group of 10 that I cannot do just as effectively with a larger group?"

SOCIOMETRIC TEST*

A sociometric test can be useful to help the enthusiastic teacher understand and integrate sub-groups in the class, to integrate the isolate, and to improve the relationships and social interaction. The results of such a test can influence the seating plan in the classroom, the grouping of students for projects or enterprises, the formation of committees, and the understanding of cliques and leaders.

Before giving the test, observe the following precautions:

1. Members of the group should know each other rather well.
2. The entire process should be completed as casually as possible.
3. Pupils must feel that the information will be treated with confidence.
4. Pupils must feel that the teacher is trying to help.
5. The word "test" should be avoided; its use may cause some pupils to give the "right" answers rather than the "correct" ones.
6. Clear questions must be asked.
7. Questions must apply to only one situation and the pupils must understand this.
8. Pupils must understand how the results are to be used.
9. The results should be used as soon as possible and the pupils should be aware that they are being used.

Bearing in mind that the test is two-fold--diagnostic and as a basis for changes in relationships--the questions asked must be meaningful and well within the realms of reality for every student. The questions may be:

1. Name three pupils in the class that you would like to sit with.

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GROUPS

2. Name three pupils in the class that you enjoy eating lunch with.
3. In working on a group project, name three people that you would like to work with.

From these three questions (or similar questions of your own) you will get sufficient information to see a clear picture of the group dynamics operating within your classroom. Following you will find a description of how to summarize this information graphically.

SOCIOMETRIC TEST RESULTS

To summarize the data from the previous three questions, you would first need to assign each student a number at random. Then tally the number of times each student is selected by others in the classroom.

<u>Number Assigned</u>	<u>Name</u>	<u>Number of Times Selected</u>	<u>Number Assigned</u>	<u>Name</u>	<u>Number of Times Selected</u>
1	Chris	20	11	Ken	1
2	Kent	30	12	Gene	35
3	Carol	26	13	Judy	10
4	Norman	9	14	Barbara	16
5	Dolores	22	15	Claudette	7
6	Steve	12	16	Mary	19
7	Ross	2	17	Leonard	11
8	Susie	0	18	Marian	24
9	Rita	14	19	John	18
10	Al	4	20	Eleanor	3

Next, fill out a chart like the one below placing each student's number in the correct column.

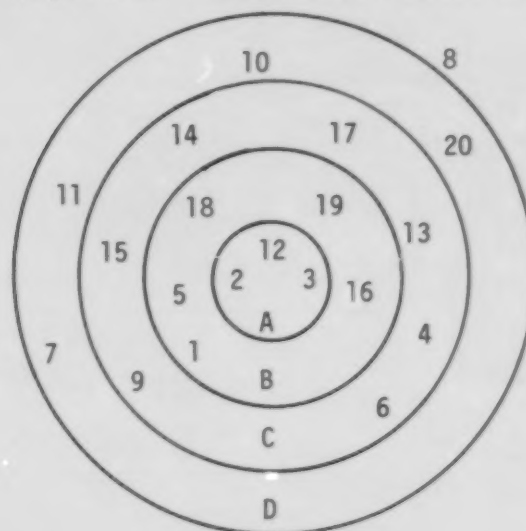
<u>Chosen Most Frequently</u>	<u>Chosen Frequently</u>	<u>Chosen Less Frequently</u>	<u>Chosen At Least Once</u>	<u>Not Chosen</u>
12	18	14	10	8
2	5	9	20	
3	1	6	7	
	16	17	11	
	19	13		
		4		
		15		

Now, to point these results up more graphically, use the target method as shown on the next page. To construct a target, draw four concentric circles as shown.

Complete the target by placing each student's assigned number in the proper ring.

GROUPS

1. Ring A (bull's eye) - students chosen most frequently
2. Ring B - students chosen frequently
3. Ring C - students chosen less frequently
4. Ring D - students chosen at least once
5. Outside the target area - students not chosen (the isolates)



You may be thinking, "Now that I have this information, what do I do with it?"

For group project work it is more profitable to put compatible pupils together. They will contribute to the task with the least friction.

The isolates can be encouraged to join an extroverted group where new skills in socialization may be experienced, or a buddy system can be set up by the teacher with volunteers from the class. On the playground the teacher can deliberately steer the isolate toward group games by giving them the ball or any other piece of sports equipment.

The seating plan of the classroom can be rearranged to accommodate the preferences of the pupils. Of course, if discipline problems do arise from friends talking together instead of working, you will need to change the seating plan again. But don't anticipate trouble; usually the pupils appreciate recognition of their request and cooperate as a sign of gratitude. They like to be near their friends and appreciate a teacher who shows this understanding.

It is interesting to repeat the sociometric test procedure two or three times a year in order to find out what new relationships have been established and hopefully to eventually have no isolates at all. This is a realistic aim as a class moves toward cooperative cohesion.

REFLECTIVE LISTENING

Reflective listening describes an idea that is utilized in many counseling theories and referred to by various names. It can be seen in techniques suggested by professionals such as Rogers, Gayda, and Glasser.

Reflective listening refers to both active listening and responding on the part of the listener. It means that the listener attends carefully the verbal and nonverbal cues given by the speaker and then puts these cues together into a statement which reflects the full meaning of the speaker. The intent is to establish common ground between speaker and listener--the feeling of "he understands me" or "she knows how I feel".

The response portion of reflective listening represents an attempt by the listener to avoid placing interpretations or to confirm, reject, or elaborate on the speaker's idea. The response is stated in a tentative manner which invites the speaker to be heard more completely.

Below are examples of students' statements or questions with examples of reflective listening responses:

1. Student: (exasperated) I just can't get these problems!

Teacher: You feel upset because you don't understand how to solve these problems?

2. Student: (sounding hurt) Norman called me a sissy!

Teacher: Your feelings are hurt about Norman calling you a name you don't like?

Student: Kent tripped me.

Teacher: You are angry with Kent?

3. Student: Why do we have to study this, anyway?

Teacher: Studying this material does not seem important to you?

4. Student: Nobody in this class likes me.

Teacher: You're feeling bad because you think the other class members are avoiding you?

5. Student: I forgot my homework.

Teacher: You did your homework but you left it at home?

REFLECTIVE LISTENING

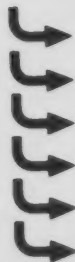
6. Student: I didn't do it. He did.

Teacher: You're worried about being punished for something you didn't do?

7. Student: My grade is really terrible on this test. I thought I knew this stuff.

Teacher: You would like to go over the test with me?

Look back over these examples. Consider what responses a teacher might have given in these situations. Contrast these responses with the response as a reflective listener. Note that the reflective listener response recognizes what the speaker said (I hear you.), how the speaker feels (I know how you feel.), or what the speaker wants to do (I see what you plan to do.) Some responses combine these. These types of responses leave discussion and planning open. They make the child feel more comfortable. There is an absence in these responses of condemnation, ridicule, or interpretation of any sort. There is no stamp of either approval or disapproval.



About the time for semester tests, try this way to review the class. Divide the class into two groups. Let the groups face each other and ask questions. Each student takes a turn to ask a question about the material covered that is vague or not known. If there is a question that can't be answered, the teacher acts as the resource person. This might also present the teacher with ideas of what to include on the test.



Motivation

Everyone needs motivation, even though the goals and techniques of stimulation might vary. Learners progress in any area of learning only as far as they need to in order to achieve their purposes. Often they do only well enough to "get by"; with increased motivation, they improve.

Motivation is a state within a learner the same way that hunger is a feeling within a person. No one can make a person hungry, but one can arrange conditions (the sight and smell of delicious food, or not permitting a person to have food) which will increase the probability of that person becoming hungry.

Motivation does not exist by itself. Motivation is intrinsic to the task, and no amount of gimmickry will produce well-motivated students over some task that they perceive to be unimportant or unreal. Where the task is real and important by objective measures students may be led toward a clearer understanding of the realities involved and thus motivated.

Involvement is one of the keys to achievement motivation. The student will be motivated to the extent that he is involved in:

1. setting the goals or objectives.
2. determining the procedures to be used in moving toward those goals or objectives.
3. regulating the conditions under which he and the other members of the task group will work towards those goals or objectives.

It is highly probable that many disruptive behaviors would be prevented and others greatly tempered if students were motivated to the extent they worked on various academic tasks.

Following are some ideas for motivating students.

1. Let pupils know exactly what they may expect from you and what you expect from them.
2. Fit the work to the students; give them assignments they are capable of handling and from which they can get a sense of accomplishment.
3. From the beginning, establish a friendly but business-like atmosphere and stimulate interest in your subject. The class has a job to do. Done right, it can be pleasant and satisfying.

MOTIVATION

4. Sell every assignment! Explain it carefully. Show why you are making it and what you hope to have them accomplish. Have pupils use assignment books to write each assignment down exactly and completely. Avoid long-range assignments with slower groups. They are too overwhelming for such pupils.
5. Plan ahead. Keep pupils aware of your plans. Careful planning and execution of your work helps create a stimulating sense of accomplishment.
6. Give an "overview" when introducing new units of work. Show how each unit fits into the overall picture. Have pupils look back when they have finished a section, summarizing what they have accomplished.
7. Use the teaser technique to excite interest, then leave it to the pupils to continue on their own. Read or tell an exciting incident, then tell the pupils where they may read more. Start a tricky puzzle problem in mathematics, then leave the rest up to them.
8. Determine the present level of the slow learner and build on what they actually know. Success motivates--failure frustrates.
9. Slow learners frequently have difficulty "just listening" so it is better to use visual-aids of all kinds; these are preferable to recordings and tapes.
10. Find ways to compliment and honor those who do well, show improvement, or just try hard.
11. Instead of just teaching the facts of "Westward Expansion", ask children to figure out: "How has America's expanding frontier influenced my life today?"
12. Be sure your vocabulary and that of instructional materials are suitable to the level of the group.
13. Tests are most effective only when they are corrected carefully and returned promptly while the content and effort are still fresh in the pupils' minds.
 - a. To stimulate specific learning in certain areas, use "open book" tests.
 - b. When tests are returned, put the class average or median on the blackboard so pupils can see where they stand. A comparison with other groups or boys' average with girls' average may sometimes be used to stimulate pride and competition. Do not emphasize merely the comparative averages, but the progress or lack of it from test to test.

MOTIVATION

- c. The greatest learning from tests takes place when the teacher and the class go over a test together and students learn the correct answers.
14. Make everyone an active participant in the learning process.
15. Make drills and reviews into games. When learning becomes fun, progress becomes easier.
16. Show the importance of other subjects as well as your own at every opportunity.
17. Be sure the atmosphere is permissive. Offer encouragement and opportunity to all students to express their views and talk. Watch out for monopolizing member who talks too much. Also, be aware of the expert in the class who creates a feeling of knowing it all. If any "brass" is present, participation usually diminishes. Plan for "free feeling" regardless of social, racial, educational, or economic status.
18. Recognize each student as an individual and get to know him/her as soon as possible.
 1. Study previous records.
 2. Contact parents by phone and tell them you're happy to be their child's teacher.
 3. A personal conference with each will show the importance you attach to students as individuals.
19. Make each student become special in your mind and let him/her know that he/she is. There are many ways of encouraging this individual rapport: discussion of mutual friends, likes and dislikes, show an interest in his/her ambitions and accomplishments, and try to develop within the mind of each pupil (especially the underachiever) an image of his/her best potential self.
20. Help the shy, the uncooperative, the unenthusiastic, the loner to become participants by mentioning their names on frequent occasions. For example, calling on the reluctant pupil first when the class is compiling lists of things, thus making it easier for him/her to make worthwhile contributions.
21. For remedial work and for coaching in proper study habits, personal attention is an excellent motivator.
22. Arrange two simultaneous behaviors (one contingent on another). For example, devise a situation whereby pupils may earn the privilege of engaging in one activity if they perform up to standard in another.

Suggestions for Remediation

Although many of the suggestions listed on this page are mentioned elsewhere in this publication, they are included here for the convenience of teachers seeking information for working with remedial students.

- 1) Students need positive experiences; someone who cares.
- 2) Don't count on homework to be done unless there is parent cooperation involved.
- 3) Students are usually disorganized.
- 4) Students need to keep a scale score of their progress. They need to see it.
- 5) Use short, readable quizzes in clear form (one or two a week with only five to ten items).
- 6) Provide lots of opportunities to succeed and positive feedback to increase motivation.
- 7) Keep their papers in the classroom.
- 8) To build basic skills, spoon-feeding is OK.
- 9) Students are better off to be with other students on the same level for basic skills.
- 10) Don't leave anything to chance or take anything for granted.
- 11) While working with groups in oral reading, ask students to hold all questions until reading session is completed.
- 12) Know yourself and your students, the strengths as well as the weaknesses. Know what to expect and when; the amount and quality of work to expect. Emphasize students' strengths, competencies, and skills in all areas, outside and inside the classroom.
- 13) Think about the students. Write their names and think about why they are in a remedial class. How distractable are they?
- 14) Remember it takes more time to shift gears with remedial students (transition from one thing to another).
- 15) Don't be too rigid with your time schedule.
- 16) If you can't get around to all individuals every day, use the group process (both in elementary and secondary); grouping cuts down on distractions.
- 17) More academic gain is shown with interactive activities.
- 18) There is a high correlation with reading aloud and gain in reading scores. Round robin reading is useful.
- 19) More experiences with exploratory activities increases problem-solving ability.
- 20) Incidental reading time is just as important as class time.

Individualized Instruction

The wide differences among students is a key factor in complicating classroom management. Although statements about individual differences have almost become cliches, the fact is that students do vary widely in ways that affect learning and how they react to given experiences in the classroom.

The extent and types of individual differences speak to the teacher in a more practical way than the general idea that the students vary widely. Following are some significant factors of differences in students which affect their achievement.

1. Scholastic aptitude
2. Present achievement or skill level
3. Rate of learning
4. Interests
5. School-related motivation
6. Socio-economic background
7. Ethnic background

There are many practices and situations in the classroom which can cause or aggravate problems in classroom management. Teachers have tried various techniques in dealing with these problems related to individual differences in students. Below are some typical problems with some solutions which have been used by successful teachers:

1. Problem: Several students are unable, even with good effort, to reach the standard of performance set by the teacher in order to be considered passing or successful.

Solutions:

- a. Differentiated expectations with students measured against their own progress. (e.g., a student who had only 8 responses or problems correct out of 15 may be judged as improving or achieving when he/she is able to get 10 or 12 correct.)
- b. Reduce the number of learning objectives for appropriate students and allow more time to meet the objective. The idea is that a student might not be successful after one week on a particular skill or concept but could find success after two weeks. This could be done by use of a contract whereby the student agrees to do a specified amount of work by a certain date. A packet of materials and learning aids is compiled after the contract is signed by both the student and the teacher.

INDIVIDUALIZED INSTRUCTION

2. Problem: The teacher has assigned the students to study a chapter in the class text with the promise of a written test. Three students can read at about fifth grade level while the text is written on about a ninth grade level.

Solutions:

- a. Form small groups of three or four in the class for oral reading and follow-up discussion or study. Be sure there is at least one good reader in each group.
- b. Have good readers (students or volunteers) record text on tape. Let the slower readers listen to the tape while following along in the text.

Techniques used by teachers are offered in the list below with brief explanations. A careful reading of these may be helpful as you tie some of them in with what you are doing now and with some of the problems all of us experience as teachers. Some were mentioned in the problems/solutions just described.

1. Pairs reading. This helps slower or unmotivated students.
2. Teacher reading. Many students learn more by listening than by independent reading.
3. Taped readings. Important material is taped by higher grade students, by better readers in the same grade, by teacher aids, by the teacher, or by parent volunteers. These readings are helpful with students who are slower learners and for some with low motivation.
4. Tutoring by higher grade students. Twelfth grade students tutor students in the ninth grade or lower. Some schools have selected slower high school students to tutor elementary pupils with high benefit to both.
5. Grouping within the classroom - several types:
 - a. Groups of five to seven students with varying abilities. For follow-up activities such as discussion, sharing, reading aloud, solving problems, making something, learning games, or drill.
 - b. Interest groups. Students are grouped into groups of five to seven to work on topics or projects of their choice. This can provide a built-in motivation.
 - c. Skills groups. Group five to seven students or more on the basis of a specific skill or concept with which all have difficulty. Faster students who have been absent will sometimes be in these temporary groups with slower students.

INDIVIDUALIZED INSTRUCTION

- d. Written composition groups. Select small groups of students who write a paragraph or longer composition with one of the students acting as secretary. These group compositions are usually shared with other groups and feedback given.
- e. Sharing groups. Select random groupings of students for sharing ideas from favorite books. What we have learned in this unit, individually prepared stories (oral or written), poems, or productions resulting from any classroom task.
- 6. Anecdotal notes. Keep these in tablets with each child's name on a page. This is an excellent record of specific learning problems (concepts or skills). Appropriate individual learning experiences or small skills groups can be set up from this kind of continuous evaluation.
- 7. Programmed materials. These may be used with either the whole class or individual students to allow them to move at their own speeds and start on an appropriate level.
- 8. Learning centers. Designate a special corner or location in a room with directions, materials, or equipment. These can be designed around a specific task or concept or around broader themes. Starter cards with directions of what to do can be worked in by pairs or small groups. Usually colorful and attention-getting, learning center activities can be utilized for writing compositions researching information, solving math problems, learning map skills, or a large variety of learning goals.*
- 9. Contracting. Contracts can be oral but preferably should be written. The student agrees to work for so long on a task or to work toward solving so many math problems with a certain per cent of accuracy within a specified length of time. A contract may result in a tangible reward when tied to behavior modification. The teacher and the student negotiate and write the terms of the contract and both sign. They may shake hands to seal the contract.
- 10. Individual learning packets. These lie in with the evaluation of a learner's needs by testing, interview, or observations made in anecdotal notes. They may be used with one child or with a whole class. The packet includes directions, illustrations, tasks, learning aids, and any materials which the learner may need to complete worksheets or workbook pages dealing specifically with the learner's needs. A student can sometimes help gather the learning materials. This method can be used with very slow or very bright students.
- 11. Individualized use of workbook sheets or handout sheets. Keep identical workbook sheets or duplicated sheets in manila envelopes with one pasted on the outside for easy reference. File these in a box or

*For more information, see Scoops of Ideas by the State Department of Education, Curriculum Section.

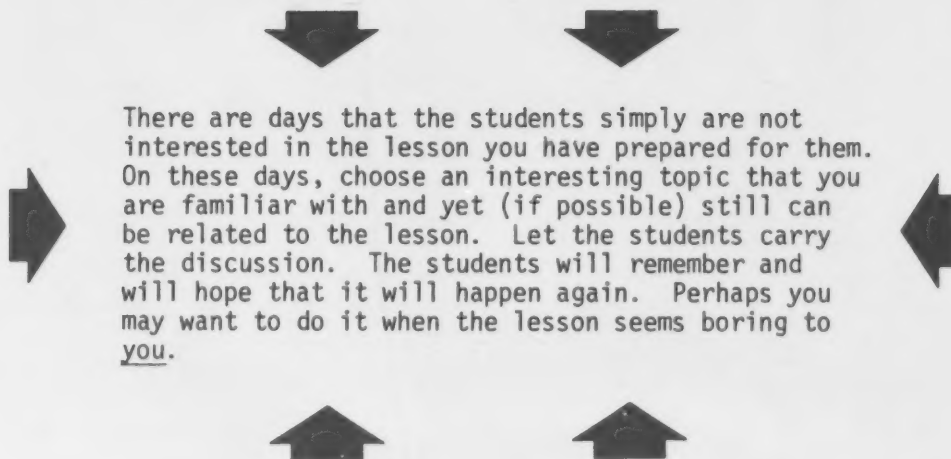
INDIVIDUALIZED INSTRUCTION

cabinet. Sheets are handed only to students who need them. These can be tied in with the use of anecdotal notes, skills groups, or contracting.

12. Re-evaluation or re-testing. (Sometimes seen as pre- and post-testing). The student is given an equivalent test after working for one week on skills found to be a weakness. This may involve all students below a "C" being allowed to a conference with the teacher or to practice on difficult items and then do a re-take of the same test in order to attain the equivalent of a "C". Do not let them attain higher grades in fairness to students who made it the first time.
13. Adjusting expectations. Compare student work against the standard of his/her own performance. Improvement is the goal, with higher performance for the more able than for the less able. Grading will be adjusted such that lower achievers will receive a "C" for reasonable effort and progress. This may also mean fewer goals for some students who cannot keep pace with faster peers but who can achieve some important goals when allowed more time. The principle of "time is a variable in learning" is followed here.
14. Informal team teaching. Two or more teachers form a team for a short period of time or only during one or more periods. They exchange classes periodically and share ideas on individual weaknesses of students in both classes. They may utilize many different forms of grouping to personalize instruction further.
15. Student logs. Students keep a running account of what they have accomplished and skills they need to work on or need help on. These may be anecdotal or in the form of a checklist of concepts, skills, or attitudes. These logs can be used as a basis for contracting, forming temporary skills groups, individualized use of worksheets, or individual learning packets. They are helpful in preparing for parent conferences. The student, the teacher, or both may make log entries.
16. Student assistant teachers. Be careful with this one, as it can be unhealthy. Some teachers report amazing results. Sometimes this idea is used inconspicuously by forming small groups for learning tasks and making sure there is a high achiever in each group. One student may tutor another if it seems to work well. Some students operate well under this plan.
17. Multiple sets of materials. This is particularly useful in unit teaching. Materials and tasks vary in levels of difficulty. The teacher may look at reading levels of students and provide materials with this range of difficulty. A learning goal or topic is reached or studied utilizing a wide variety of materials.
18. Learning aids. Ready-made outlines, pictures, and/or manipulative materials made available for any student who needs them. Math

INDIVIDUALIZED INSTRUCTION

- example: The student understands the multiplication computational process but does not know all of the basic facts. S(he) is permitted to use a table of facts until it is no longer needed. This may help in learning facts. Early grade students may be allowed to solve math problems using markers while others are doing the problems without markers.
19. Student alternatives. A learning goal is established but several routes are offered for achieving this goal. This may deal with varying learning modes. Some students learn better with concrete, active experiences while others do well by reading. Some achieve well when listening is involved while some do well with visual aids.
 20. Teacher conferences or interviews. This may consist of one student or a group of five to seven. It can assist students in evaluation of themselves. It can provide an oral evaluation of students with severe reading problems as well as direct students to carry out a task and observe proficiency or problems. It is a good means for providing individual attention to learners and can aid in developing future learning activities.



Encouragement*

Encouragement is not what one says and does but how one does it. It is directed toward increasing the child's belief in self. Only one who has faith in a child, who can see the good, can encourage.

Children who have little self-esteem develop a defeatist attitude and give up when faced with anything difficult or puzzling to them.

But in an atmosphere where there is freedom and encouragement to think, combined with respect for one another, a child's confidence grows and, with it, the ability to think creatively.

Until we learn to recognize discouragement as soon as it occurs, and develop skills to help the child overcome it, we will continue to raise children who are more or less demoralized, regardless of the achievements they may have to their credit.

The moment discouragement sets in, the personality becomes warped. Regardless of how limited the area of discouragement may be, it affects a person's self-evaluation, diminishes self-respect, renders the individual vulnerable, timid, and fearful. We need courage to meet the tasks of life and to fulfill our potential. Discouragement drains a person's strength and courage.

Following are 20 points to encourage every student who looks to us for guidance.

1. Avoid discouragement because the feelings of inferiority, which all humans experience in one form or another, must be overcome if we are to function well.
2. Work for improvement, not perfection.
3. Commend effort. One's effort is more significant than one's results.
4. Separate the deed from the doer. One may reject the child's actions without rejecting the child.

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ENCOURAGEMENT

5. Build on strengths, not on weaknesses. A misbehaving child has the power to defeat the adult. Give the child credit for this.
6. Show your faith in the child. This must be sincere, so one must first learn to trust the child.
7. Mistakes should not be viewed as failures. We need to take away the stigma of failure. Failure usually indicates lack of skill. One's worth is not dependent on success.
8. Failure and defeat will only stimulate special effort when there remains the hope of eventual success. They do not stimulate a deeply discouraged child who has lost all hope of succeeding.
9. Stimulate and lead the child, but do not try to push too much. Let the child move at a self-paced speed.
10. Remember that genuine happiness comes from self-sufficiency. Children need to learn to take care of themselves.
11. Integrate the child into the group. Treating the child as "something special" increases over-ambition. An over-ambitious child who cannot succeed usually switches to the useless side of life with the "private logic": "If I can't be best, I'll at least be the worst." Even more serious, the child may give up altogether.
12. Stimulating competition usually does not encourage children. Those who see hope of winning may put forth extra effort, but the stress is on winning rather than on cooperation and contribution. The less competitive one is, the better one is able to withstand competition.
13. Praise is not the same as encouragement. Praise may have an encouraging effect on some children, but it often discourages and causes anxiety and fear. Some come to depend on praise and will perform only for recognition in ever-increasing amounts. Success accompanied by special praise for the result may make the child fear "I can never do it again!"
14. Success is a by-product. Preoccupation with the obligation to succeed is intimidating and the resulting fear and anxiety often contribute to failure. If one functions with the emphasis on what contribution can be made or how to cooperate with others, success usually results.
15. Help the child develop the courage to be imperfect. We should learn from our mistakes and take them in our stride.
16. Don't give responsibility and significance only to those who are already responsible. Giving opportunities to be responsible to a child who is discouraged may make it worth while to cooperate.

ENCOURAGEMENT

17. Solicit the help of other members of the class to help a discouraged child find a place in useful ways.
18. Remember that discouragement is contagious. A discouraged child tends to discourage the teacher.
19. Avoid trying to mend one's own threatened ego by discouraging others or by looking down on them.
20. Overcome your own pessimism and develop an optimistic approach to to life. Optimism is contagious. It not only encourages you but those around you.

Difference Between Praise and Encouragement

Praise rewards the individual and tends to fasten his attention upon self. Little satisfaction or self-fulfillment comes from this direction.

Encouragement stimulates the effort and fastens attention upon one's capacity to join humanity, and also to become aware of interior strength and ability to cope.

Praise recognizes the actor, encouragement acknowledges the act.

The following chart stresses this crucial difference between praise and encouragement. The sentences under praise are not encouraging but produce a false superior self-awareness.

PRAISE

Aren't you wonderful to be able to do this!

I'm so proud of you for

ENCOURAGEMENT

Isn't it nice that you can help? We appreciate your help.

How tidy our classroom looks now.

Thanks for comforting Susan. It was a big help.

I like your drawing. The colors are so pretty together.

How much neater your desk looks now that your books are put away.

How nice that you should figure that out for yourself. Your skill is growing!

I'm so glad you enjoy learning. (adding to

PRAISE

getting good grades. (You are high in my esteem.)

I'm proud of you for behaving so nicely on the school bus.

I'm awfully proud of your performance in the recital.

ENCOURAGEMENT

your own resources)

We all enjoyed being together on the school bus.

It is good to see that you are enjoying playing the instrument. We all appreciate the job you did.

I give you credit for working hard.

As we work with children we very quickly learn that our tone of voice can be of major importance. The same sentence can be spoken in an encouraging or discouraging way, depending on our attitude to the child or class.

The following remarks are suggestions that will be encouraging to a child but they will work only if you express a feeling of trust, confidence, acceptance, and belief in that child. If you express a feeling of moralizing, preaching, or impatience, these same suggestions will have discouraging results.

1. "You do a good job of..."
Children should be encouraged when they do not expect it, when they are not asking for it. It is possible to point out some useful act of contribution in each child. Even a comment about something small and insignificant to us may have great importance to a child.
2. "You have improved in..."
Growth and improvement is something we should expect from all children. They may not be where we would like them to be, but if there is progress, there is less chance for discouragement. If they can see some improvement, children will usually continue to try.
3. "We like (enjoy) you, but we don't like what you do." After a child makes a mistake or misbehaves, s(he) often feels s(he) is not liked. A child should never think s(he) is not liked. It is important to distinguish between the child and his/her behavior, between the act and the actor.
4. "You can help me (us, the others, etc.) by..."
To feel useful and helpful is important to everyone. Children want to be helpful. We have to give them the opportunity.
5. "Let's try it together."
Children who think they have to do things perfectly, are often afraid to attempt something alone or new, for fear of making a mistake or failing. They are likely to feel more secure with a

group project.

6. "So you made a mistake? Now, what can you learn from your mistake?"
There is nothing that can be done about what has happened, but a person can always do something about the future. Mistakes can teach the child a great deal, and it will be a learning experience if one is not made to feel embarrassed.
7. "You would like us to think you can't do it, but we think you can."
This approach could be used when the child says or conveys that something is too difficult. But if an attempt is made and fails, the child has at least had the courage to try. Our expectations should be consistent with the child's ability and maturity.
8. "Keep trying. Don't give up."
When a child is trying, but not meeting much success, a comment like this might be helpful.
9. "I'm sure you can straighten this out, (solve this problem, etc.) but if you need any help, you know where to find me."
Teachers need to express confidence that children are able to resolve their own conflicts.
10. "I can understand how you feel (not sympathy; but empathy) but I'm sure you'll be able to handle it."
Sympathizing with another person seldom helps, rather it conveys that life has been unfair. Understanding the situation (empathizing) and believing in the child's ability to adjust to it is of much greater help.

All that has been suggested in this chapter is crucial to the intricate process of education. Success breeds fulfillment, and the belief that one can achieve. Frustration and discouragement lead to suppressed aggression or to aggressive action, conflict, and deviant behaviour.

It is only when the child understands the inner self, needs, purposes, and attitudes and develops an awareness of how to relate to others that one is freed to become involved in the educative process.

This process can be idealized in the following philosophy:

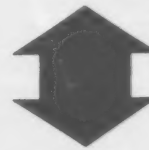
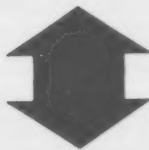
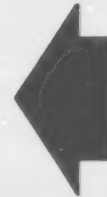
- To learn joyously and enthusiastically;
- To learn cooperation for the well-being of society;
- To learn discipline by stimulation from within;
- To learn responsibility by being given responsibility;
- To learn empathy for others by becoming sensitive to them;

ENCOURAGEMENT

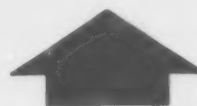
- To learn a sense of security that comes from the faith that we can cope with the insecurity of life;
- To learn self-esteem by living without shame or guilt;
- To learn to like oneself, by feeling accepted as one is;
- To learn to love and grow by living with friendship and acceptance;
- To learn commonly agreed upon knowledge and skills of the ongoing culture;
- To learn to reason and make decisions by participating in decision making;
- To learn appreciation by respecting the contribution each person makes;
- To learn confidence by living with encouragement.



If you have a unit which has numerous handouts, try to keep them from being boring. Add cartoon characters, notes in the margin, spaced out typing, or even make the sheets look like political handouts. The students may also be encouraged to submit ideas for livening up the handouts.



There are publications which announce the forthcoming TV programs. Take advantage of these and make the media a tool to be used, instead of being used by it. If a program has been appropo to a certain unit, discuss it with the class, analyze it, and criticize it. If something is coming up, plan a unit around it, or make it a part of the unit you have already planned. The basic student is very responsive to the visual aids.



PART THREE

CONTROL TECHNIQUES



"I didn't get a chance to read much, but in the first chapter this technique was sure getting results . . . "

Control Techniques

AN INTRODUCTION

Christine works very quickly, but all her answers are wrong. Help her.

Bennett picks on the other kids. Save the children!!

Kent wets in the restroom...on the wall. What to do?

Susie drinks glue. It won't kill her, but at 11, the others will make fun of her. Cure her.

Ross screams when he means to be talking. Shape that behavior.

Steve breaks his pencil when it spells a word wrong for him. Solve his problem.

Dolores hates school. She has stopped trying. Motivate her.

Carol cries when she doesn't get her way. Help the teacher!

Norman can read some words - EIGHT! - and in the fourth grade. Can he be helped...and how?

Expectations tend to be self-fulfilling, and this includes teachers' expectations about classroom management. A teacher who expects to be obeyed is more likely to be obeyed than one who does not. Teachers who like and respect their students usually will find that their students like and respect them. It is so important that teachers' characteristics and behavior be consistent with their expressed philosophy and ideals, and why authoritarian, punitive, or other negative approaches to classroom management never succeed very well.

Attention and praise from the teacher will motivate students who desire such recognition, but not students whose primary motivation in working on assignments is to finish them so they can go to the science center and use the microscope. There are individual differences in attraction to potential reinforcers. These differences become formidable when reinforcement approaches are attempted with entire classrooms.

Procedures for increasing desired behavior include praise and approval, modeling, token reinforcement programs, programmed instruction, self-specification of contingencies, self-reinforcement, establishment of clear rules and directions, and shaping. Procedures for decreasing undesired behavior include extinction, reinforcing incompatible behaviors,

CONTROL TECHNIQUES

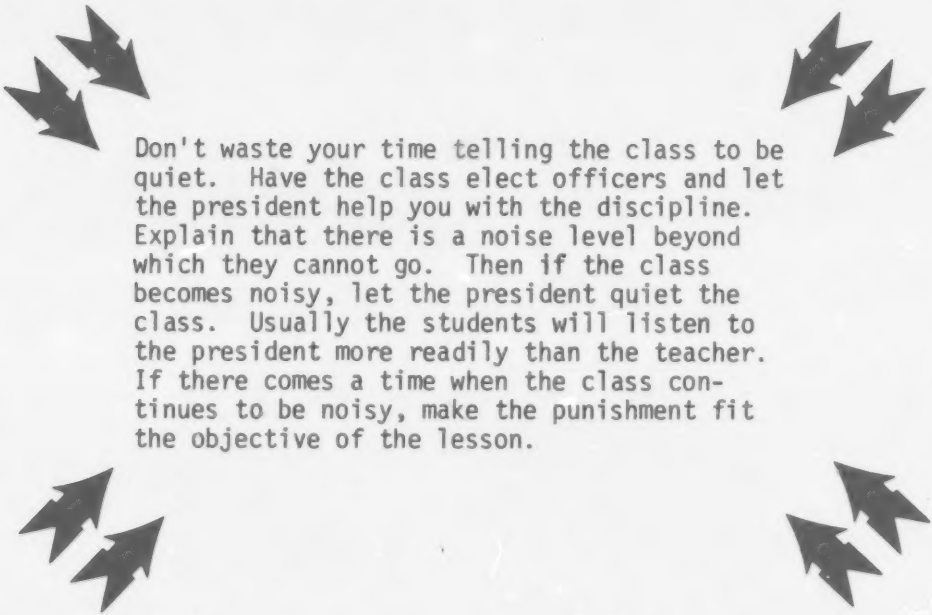
self-reprimands, time out from reinforcement, relaxation, response cost, medication, self-instruction, and self-evaluation.

Even where teachers do have the potential to reinforce their students through praise, it is unlikely to function effectively unless it is (a) sincere, (b) adapted in form and intensity to the specific accomplishments in question, (c) adapted to the preferences of the individual student involved, and (d) specific in describing exactly what the student did that was praise worthy.

Authoritarian approaches depend upon external pressure and do not encourage the development of internal control mechanisms, so that they generate conflict and tension even when they do succeed in controlling behavior.

Control techniques and behavioral strategies have to be adapted to specific situations and also to the individual characteristics of the students and teachers. Providing opportunities for choice in handling unacceptable behavior leaves the door open for trial and error, finding preferred methods, and achieving eventual success. Rearranging our old tried and true methods into a new framework for child management may require some new learning for the teacher too.

In the following section you will find a variety of methods, some to your liking and others not. Find those that you can fit into your educational philosophy as well as adapt to the needs of your students in your attempt to change unacceptable behavior.



Don't waste your time telling the class to be quiet. Have the class elect officers and let the president help you with the discipline. Explain that there is a noise level beyond which they cannot go. Then if the class becomes noisy, let the president quiet the class. Usually the students will listen to the president more readily than the teacher. If there comes a time when the class continues to be noisy, make the punishment fit the objective of the lesson.

Early Intervention

Student behavior problems usually are the result of a long-term process during which the student--in interacting with the environment--develops certain behaviors that are unacceptable to the teacher and other students. The early identification of potential behavior problems can lead to the avoidance of more serious student crises.

The following are some warning signals to look for when attempting to identify classroom behavior problems early:

1. A drastic change in a student's behavior or routine may indicate a change in the life context of that student. A child who is normally outgoing and who suddenly becomes withdrawn is usually signaling for help.
2. A student who exhibits extreme behavior usually has some dysfunction in terms of human functioning. For example, an extremely aggressive child needs immediate attention and assistance in reorganizing behavior. A child who is very listless may be telling the teacher that she or he is abused, malnourished, or not getting proper rest or attention at home. Do not allow these extremes to go unattended; they can develop into severe discipline problems.
3. A student who is always unprepared, constantly disorganized, and generally unable to handle basic classroom routines is indicating to the teacher that "organizational help" is needed. Such a student, if allowed to continue in this manner, will eventually have a negative effect on other students and generate other problems for herself/himself and the teacher.
4. A student who is unable to accept even the most basic authority limits necessary for classroom management should receive immediate attention. The "I don't have to do that" syndrome can create a climate of chaos in the classroom and will only have negative effects on everyone involved.
5. The student and the teacher who have role conflicts and personality clashes early in the school year are, if left unattended, headed for more severe problems later in the school year. The teacher, upon recognizing such a situation, needs to examine the personal role in the conflict as well as assessing the student's part. By resolving the problem early in the school year, everyone can have a more productive learning experience.

Additional indicators of pending behavior problems include a poor attendance record, continuous problems with completing assignments, ongoing conflicts with peers, uncorrected health problems, severe conflicts in the home setting, and related teacher attitudes and school factors that may be encouraging disruptive student behavior.

In essence, research indicates that teachers (and parents) can prevent many serious student behavior problems by identifying them early and by formulating plans to correct such behaviors. Through observing, counseling, and communicating with students, teachers, and parents, a positive relationship can be formed, and thus a majority of discipline problems prevented from taking place.

Ripple Effect

Every time a particular student is corrected, punished, or given suggestions related to the behavior, the impact is felt not only by that student but also by other students in the class. It is somewhat like throwing a rock into the middle of a pond. The greatest force is felt where the rock makes direct contact with the water. Quite a bit of the impact is seen close to the point of impact. The ripples may go all the way to the edge of the pond but the force will be less.

The ripple effect is sometimes helpful in the classroom but it can be harmful to overall classroom control and learning climate. Some students may become nervous and fearful when another student is corrected harshly. Some of these might be students the teacher would never consider treating harshly. But at a feeling level, these students may not know that.

The teacher would like for the ripple effect to be positive, enhancing the learning atmosphere and teachability of the class. Below is a list of ideas teachers have found useful in ensuring a desirable ripple effect.

1. Correct misbehaviors in an unobtrusive manner if possible, using the least force necessary for getting the job done.
2. Ensure that the class as a whole sees the need for the corrective measure being taken.
3. Resist dwelling on a problem once it has been solved.
4. Treat or redirect the problem behavior itself rather than ridiculing or putting a student down as a person.
5. Be direct and honest in dealing with misbehaviors. If a disruption makes you angry, it is best to say so.

The ripple effect of corrective efforts by the teacher can be helpful in managing groups of students. The teacher who is direct, open, fair, and respectful while being firm and assertive gains cooperation from students.

Using Criticism

A misbehaving child is a discouraged person trying to find a niche. The child is acting on the faulty logic that misbehavior will provide the social acceptance desired. Avoid criticizing; it just provokes hostility. The child uses emotions to block the learning processes. Modifying the child's behavior isn't enough; we must modify the motivation.

Before criticizing a child, consider the seriousness, frequency and amount of interference and ignore, or tolerate, if possible. Then, if necessary, call the student into an individual conference later and explain you were aware of the behavior. Exercise restraint when correction is necessary; don't criticize in front of others.

When correcting classwork, explain how it could have been done better or allow the child to correct the work. Don't ask another class member to correct it!

Some other suggestions for using criticism follow.

1. Don't embarrass children or ridicule them.
2. Don't accuse children.
3. Don't point out weaknesses in front of others.
4. Say less than you want to.
5. Be very careful about the feelings of others.

Criticism is a necessary evil. It helps us grow professionally, academically, and emotionally if done in a way that is helpful and not rejecting. Students react more favorably if the criticism is in the form of a suggestion as to how something might be done more effectively. For example, rather than saying, "I can't read that scribbling, do it over," you might say, "What would happen if you kept all your letters between these two lines and took more time with each word? How about giving it a try?" The latter approach is much more helpful and the chances that the student will give your suggestion a try are far greater.

When you are criticized by someone you respect, the results can be devastating. The student may blow up and give up trying. When correcting a student's behavior we should keep in mind the difference to the child between, "you are a bad person," and, "this is a bad piece of behavior." The first comment rejects the person whereas the second comment rejects the unacceptable behavior. It's like saying, "Jeff, you are welcome in my classroom anytime, but leave the crazy behavior outside the door."

To "put down" a student in front of the peer group is probably the most damaging thing a teacher can do to a student. To use this approach is to enrage the student to the point where any attempt at developing a

positive relationship in the future will probably meet with failure. To the student, peer acceptance is often of more importance than teacher acceptance. The best approach is to take the student aside, out of earshot of the peers and deal with the problem in a matter-of-fact manner. In this instance you would stress the consequences of continuing the disruptive behavior, leaving the choice to the student.

These four criteria are suggested for determining when ignoring is appropriate: (a) the problem is momentary, (b) it is not serious or dangerous, (c) drawing attention to it would disrupt the class, and (d) the student involved is usually well behaved.

Our anticipation of a child's behavior, reaction, or performance often produces the actual results we expect. If we expect all children to be responsible, contributing human beings with an intrinsic worth deserving of respect, we as teachers are more likely to find and develop that potential which is present in every growing child.

Rewards and Their Delivery

If behavior results in giving us what we want, we are inclined to repeat the behavior. All behavior must have some kind of "pay-off"--attracting attention, gaining power, expressing hostility to others, and being left alone--or we discontinue it. For example, employees go to work, put in a 40-hour week and at the end of that time receive a paycheck. This process will continue until the time they no longer receive a check at the end of the week. When they aren't paid, they stop working.

It is accepted by most authorities that we use the term reinforcer to describe paychecks, "thanks" and Mother's Day cards. This reinforcer, "pay-off", reward, etc., is nothing more than anything that causes a behavior to increase. The plus to this manipulation of behavior is that it focuses on the positive. Not only does it cause a change from inappropriate to appropriate behavior, but helps build a positive self concept in the child.

An additional merit of this approach stems from its applicability to all students. Every student, regardless of the label we attach, brain-injured, culturally disadvantaged, emotionally disturbed, antisocial, or the "normal" child, needs ample rewards to behave and achieve in school.

A very common concern in the use of reward is that it amounts to bribing the child. If we accept the dictionary definition of bribing, which states that it amounts to receiving "money or favors for doing something illegal or immoral", is it bribery to use rewards to help children who can't read, to read or to help a child achieve a level of self-control? Another common misconception about reward is that the child never stops working for the reward. When the system is used properly, a child is

REWARDS

helped to make a transition from the tangible reward through social-reinforcement (smiles, a pat on the back, praise) to self-reinforcement that come from within the child.

If successful application of positive reinforcement is to be achieved, it is necessary to address questions about frequency, timing, and type of reward to be delivered.

A distinction must be made between learning a behavior, the process of "weaning", and leveling or maintaining the behavior.

1. Frequency of Rewards

a. Learning A Behavior: To establish a new behavior, the reward ideally should be given after every behavior occurs. Although this practice is not always possible, it should be given as often as is possible. Regularity and predictability are key issues. If we "pay-off" at one time and not another we create confusion and insecurity. If we want consistently good behavior from the child, our behavior must be consistent. We need to be sneaky and "catch our kids being good!" When we miss the appropriate behavior, we lose the opportunity to influence it.

b. Weaning: This particular step is moving the child away from the frequency of the reward or reinforcer being used. Once the behavior has been acquired, the frequent reward is no longer necessary. In fact, intermittent reinforcement is effective in keeping the behavior from being forgotten. Another approach is to increase the amount of work or behavior required for the same reinforcer. This way the child learns to do more and more for each payoff. For example, Tom must stay in his seat 45 minutes without getting up for the same reinforcer he received for "staying put" 30 minutes initially.

c. Maintaining the Behavior: To get along in the classroom the student must be able to eventually behave appropriately without the teacher's constant attention. Taking the time to discuss this with the child is the next best step. Discuss the child's improvement and explain that there will be times when the behavior will not receive a reinforcement but that you will be watching for special times of good behavior and the reward will come as a surprise. The occasional reinforcement keeps behavior persistent and less likely to become extinct.

2. Timing of Rewards

a. Before or After: A critical aspect of reinforcement is timing. A reward given before the student has complied with the demands in the exact way expected is a mistake. Receiving the reward too soon takes away the incentive to perform correctly. It continues to be the custom to pay off after the task is completed.

REWARDS

b. Quick on the Trigger: How much time should pass between the correct behavior and the reward? As little as possible! The delay factor should be kept to an absolute minimum. The reward should be IMMEDIATE. As the desired behavior increases, the interval between the act and reinforcement can be lengthened. The younger the child, the lower developmentally, or the lower the self-concept, the more necessary it is for the reward to be immediate.

3. Types of Rewards

There are basically three reinforcers that can influence our behavior:

a. Tangible Rewards: This reward is entirely concrete and can be referred to as an object reward. They are gratifying to the physical and can include such things as cereal, gum, stickers, an activity, toys, money, and so on.

b. Social Reinforcement: Social rewards are based on satisfying interpersonal relationships. It can be a teacher's smile, physical nearness, a wink, encouragement, approval, or attention. It is the nice things we do for others to let them know we appreciate them. That we care.

c. Paired Reinforcement: Often these two reinforcements can be effectively paired to produce greater results. These reinforcers can be grouped together by the term extrinsic rewards. An example of this approach would be to reward Sue for staying in her seat with five pieces of cereal (tangible reward) and coupling that with verbal praise for doing a successful job (social reward).

d. Self-Reinforcement: These reinforcers come from within the person. The behavior supplies its own reward (getting good grades, finishing homework, eating, reading). At this level of reinforcement, the student is functioning on a higher level of maturity.

The Use of Rewards

TABLE 2.1*

Tangible Rewards

- Balloons
- Toys (slinkie, bubble blowers, model airplanes)
- Stars (on forehead)
- Points
- Checkmarks
- Use of stamps or stickers (old Christmas seals or magazine stamps)

*See page 116 for source.

REWARDS

- Educational puzzles
- Rubber stamps of animal pictures
- Plastic multicolored rings which lock together and can be used to make necklaces and chains or can be used for purchases in the school store
- Tokens
- A band on child's desk with objects to be colored; for every row of completed assignment, the child could color one object (animals, cars, circus persons, etc.)
- Ribbon awards. These can be specially fitted (The Winnie the Pooh Award for the Quietest Student, The Christopher Robin Work Award, The Courtesy Award)
- Money given by parents over and above the student's allowance
- Raisins, popcorn, apples, milk, marshmallows
- Baseball cards
- Comics
- Going to drinking fountain without permission
- The use of teacher's staplers, magic markers, and paper punch in some personal project
- The use of the punching bag
- The use of the typewriter
- Magazines (Hot Rod, Seventeen, Sports Illustrated, Popular Mechanics)
- Athletic passes
- Tickets to swimming pool
- Access to weights for body building
- Use of viewmaster
- Special passes
- Pinball machine to play
- Door key for delinquent boys in correctional institutions
- Buttons with current rage sayings
- Teacher's tie: boy admired teacher's tie; could wear it on Friday if behaved during the week
- Teacher's sunglasses: could wear them out to the playground and back into the classroom during recess period
- Swimming cap: girl could earn one if she would enter pool and learn how to swim
- Use of popular music and hearing own special records (earphones)

REWARDS

- Bringing in favorite "personality posters" to put up in place of instructor's own pictures

Toward Positive Classroom Discipline

TABLE 2.2*

Social Rewards

Approval and recognition from authority figures such as parents, teachers, counselors, principals, patrol guards, and custodians.

- Communicate respect ("Your answer was clever"; "Nobody else thought of that"; "Jim, your explanation was crystal clear"; "Clarence, it's a pleasure having you in class when you work like this")
- Friendliness, warmth (walking with student; putting your hand on student's shoulder; smiling; announcing student's birthday)
- Put name of students on the board for the most improved behavior or good behavior
- Nonverbal social rewards (patting head, ruffling hair, winking, touching hand)
- Have parent or principal sign good papers
- Take Polaroid pictures of student, placing his picture in frame for "The Most Improved Student of the Week"
- Express interest both verbally and written on his papers. Use of humor, "in-group" or currently popular expressions such as "Zowey", "Bravo", "Neato", "A-O.K.", "Wow", "Fantastic!!", "Terrific!!", "Delightful", "Nifty", "Fabulous!", "Exciting!!", "Show this to your parents". (These could also be used for feedback purposes.) Children given double A's for accomplishments such as neatest papers, attention during reading period, behavior problem improvement, and the like. The children are allowed to see their marks at any time.
- Smiling Sam: a smiling face for good papers; a smiling face with a wink for papers needing improvement; and a frowning face for unacceptable work.
- Have special rewards available on Mondays and Fridays so that the school week opens and closes on a pleasant note.
- Early dismissal: either from school to be first in line for busses or before lunch
- Pick the teacher as a playmate for a game
- A note of good behavior sent to parents
- If the disorderly child got through one half of the day successfully, the teacher gives him a note so stating to take to the principal, who

*See page 116 for source.

REWARDS

places the commendation in a frame with his picture. Placing the child's name on the board for desirable behavior; teacher could have a special place on the board for "Names of the Behavers".

- Have parents or someone of student's choice invited to visit the classroom.

Responsibility and authority

- Can feed and take home over weekend class pets (rabbits, parakeets, and farm, turtles, hamsters).
- Can be first in line (could have an added designation with either titles or props ("The Door Man", "The White Hat Child", "The Sheriff").
- Be stage manager for a class play.
- For physical education:
 - Don't dress for class; be a coach.
 - Be assistant referee.
 - Take an early shower.
 - Check showers, supplies, and equipment.
- Be bathroom supervisor at the end of recess.
- Be attendance taker for coming to school on time.
- Being allowed to sit in teacher's chair
- Correct papers after finishing assignment.
- Being allowed to be the class librarian for the day
- Being able to give the practice spelling test
- Reward for poor reader in the upper grades to go to the first grade to read or write stories for them as a tutor
- Make up a geometry (or subject area) quiz, administering it to the rest of the class, and then scoring and grading it. Student would receive a grade for the job.
- Appear as guest lecturer in other classes.
- Choose the extra credit problems for the week and determine how they will affect the students' grade.

Approval from peer group

- Express interest in him and his improved behavior.
- Can go on overnights with class.
- Can be member of class council.
- Class project for cooperation is to work on class newspaper.
- Reward for participation is being voted "Reporter of the Week".

- "Photographer of the Month", etc.
- "Home movies" made of class activities.
- "Who's Who Club": All the girls in the class belong to the club and can only keep their membership by displaying a well-behaved manner at all times. They are allowed to have various types of activities.
- Citizenship award
- Let a student who has been "good" place the stars on his classmates "A" papers.

Toward Positive Classroom Discipline

TABLE 2.3*

Activities As Rewards

- Listen to Radio Moscow and Radio Cuba on the teacher's shortwave radio using earphones; discuss other's perception on the hostages.
- Extension or inclusion of enjoyable classroom activities such as gym, art, music, recess
- Paper folding (origami) which each child contributes to main class mobile
- Make charts for tournament play (physical education).
- Make "spirit" signs for upcoming athletic event to hang in the halls (physical education).
- Kill or catch flies for feeding live animals in the classroom.
- Play tic-tac-toe with colored chalk on the blackboard.
- Catch grasshoppers during last 5 minutes of class to feed frogs and fish (general science class).
- "Surprise sack": reaching into sack for a small token or slip telling of special activity
- Choose your own seat in the room.
- Arm wrestle
- Reading a library book
- Writing notes if this does not disrupt classroom activity
- Taking off shoes and walking barefooted
- Rocking in the rocking chair
- Drawing pictures at desk
- Daydreaming

*See page 116 for source.

REWARDS

- Studying other subjects
- Putting head down and resting
- Doing crosswords provided in the classroom
- Card tricks: a youngster who knew a card trick could teach others.
- Students are allowed to listen to stories on tape recorder enclosed in a stall at the back of the classroom. They may select the story they want or take a chance by listening to the tape already on the machine.
- During nap time, the child is allowed to play with a toy instead of putting it away, e.g. girls-dolls, beads, boys-trucks, jets.
- The privilege of being allowed to go outside to draw
- "Super reward": a picture of the teacher or principal is hung on the back wall, and the student is allowed to throw darts at the picture.
- Challenging the instructor or another student to a game of chess (or any other game)
- Play hang-man
- Sharpen pencils
- Even the window shades
- Clean the erasers
- Turn the lights on and off
- Sweep the room
- Put the shelves in order
- Being able to attend classes in other subjects
- Have a supervised snowball fight.
- Have a supervised class tug of war.
- Have a box lunch auction, especially for 5th and 6th graders.
- Spelling bees
- Chewing gum
- Allow the children to move their desks and use the area to dance.
- Have a panel discussion of current topics or current event discussions on Fridays (dress codes, dropping out of school, "the generation gap", the President's new budget, favorite TV show, etc.).
- Hold class outdoors on warm, sunny days.
- Play "Stump the Teacher" game.
- Spot talent shows: children entertain class

-Field trips:

Zoo, farm, community agencies
 Tickets to major football or baseball game
 Visit to the university
 Going to a restaurant

-Hobbies that the student has

4. Which Reward To Use?

The events that are rewarding depend primarily upon the developmental stage of a student. Another variable is the socio-economic background of the student. A dime to the lower class child may not be a reward to a middle class child; a toy may be more rewarding to the seven-year-old than the 14-year-old. It is possible that:

- a. The student might learn 10 words because goodies or another tangible reward are offered.
- b. The student might learn 10 words because the teacher gives pats on the back.
- c. The student might learn 10 words for the joy of learning.

Rewards vary as do individual preferences. Be observant and sensitive to their needs and values. Allow the child the choice of reinforcers.

5. Changing Levels

Students can be taught or trained to change to a higher level of reinforcement until the reward becomes intrinsic. Although the first step on reinforcing is the tangible, the teacher often begins to take on more and more importance and reward value. The attention, smile, or pat on the back becomes more powerful. At last the behavior itself has a reward power all its own.

6. Hints on Delivery

a. Take A Step By Step Approach:

1. Define the behavior to be changed.

It is always necessary to know specifically what the problem is.

2. Decide what is to happen to the behavior.

REWARDS

Do you want to strengthen a specified behavior? Decide on what procedure will be used to strengthen the behavior and choose certain reinforcers. Does the behavior need to be weakened? Decide on an alternate positive behavior to learn in its place.

3. Gather evidence.

How will you measure when the behavior does or doesn't occur. Initially the teacher is the clerk and keeps track of the behavior. But, the student can be instructed to gather evidence tools because tracing behavior can be very simple:

- pencil and paper on teacher desk - teacher directed.
- chalk and blackboard - teacher or student directed.
- tape and a pencil on child's desk - student directed.
- golf log wristband - student or teacher directed.
- placing chips, toothpicks, marbles in a box on child's desk - student directed.

Ways of recording. The best recording method is to count the correct behavior each time it occurs.

I.O.U.

I owe Nan _____ tokens for
completed assignments.

Signed,

Completed assignments

Monday:	X		
Tuesday:	X	X	X
Wednesday:	X	X	
Thursday:	X	X	X X
Friday:	X	X	

Nan's problem:
incomplete
assignments

Desired behavior:
completed
assignments

REWARDS

Monday

✓'s show in-seat behavior
for 3 minute intervals

Morning

8:30 - 8:45	✓
8:45 - 9:00	✓✓
9:00 - 9:15	✓✓✓✓
9:15 - 9:30	✓
9:30 - 9:45	✓✓✓
9:45 - 10:00	✓
10:00 - 10:15	✓✓
10:15 - 10:30 - Recess	

Bill's problem:
out-of-seat
behavior

The desired
behavior:
in-seat
behavior

4. Choose the reinforcer.

It is necessary to individualize or tailor the reinforcer to fit the child. Observe what the child likes to do or does frequently. The question of what a child likes will be answered as you observe and these answers will give you clues to potential reinforcers. What turns the child on? Capitalize on it!

5. Determine progress.

Feedback is important for the teacher and the student. The child needs to know of progress and this feedback can serve as a reward itself. If the desired behavior is not being learned, the reinforcer being given and method of delivery should be re-evaluated.

b. Create Opportunities For Earning Rewards!

Everyone needs a chance to be bolstered continually.

c. It Is Important To Learn How the System Works On the First Day!

d. Start With A Small Task

In the beginning it is better to set low requirements for earning a reward. Marvin, for example, could not complete an assignment. In fact, Marvin had difficulty beginning an assignment. The teacher structured the method of delivering reinforcers by breaking down the behavior into small attainable tasks and rewarding each as they improve.

1. Marvin stays in his seat while assignment is given.
2. Marvin stays in his seat while assignment is worked on although he isn't working.
3. Marvin has paper and pencil ready.
4. Marvin writes his name on the paper.
5. Marvin finds the correct page in the arithmetic book.
6. He does one problem.
7. He does three problems.
8. He does one row of problems.
9. He does two rows of problems.
10. He completes half the assignment.
11. He completes the total assignment.
12. Assignments are completed with higher levels of competency.

e. Reinforcement Menus

Generally, it is a good idea to give a student a choice in the selection of reinforcers. For this purpose, the tool known as the reinforcement menu has been created (Addison and Homme, 1966). This menu is composed of a list of reinforcers (tangible or social) from which the student can choose once the appropriate behavior has been exhibited. For children with reading difficulties or young, non-readers, the menu can be done in pictures. Allowing the student to select the reinforcer makes it the most effective reward for that particular time.

In constructing the menu the following criteria should be considered:

1. Provide both entertaining and educational selections.
2. The rewards should be available in the school, the noise level evaluated, and student response observed.

3. A "task" area or "reinforcement" area could be provided ideally.
4. Length of time for each activity should be determined.

Toward Positive Classroom Discipline

TABLE 2.4*

Reinforcement Menu: Kindergarten

Main Courses

1. Playing piano
2. Using puppets for a puppet show
3. Painting
4. Looking out the window
5. Using the toys at back of room
6. Working with puzzles
7. Using play-dough
8. Moving chair to another part of the room
9. Drawing
10. Playing favorite game
11. Cutting and pasting
12. Talking to a classmate
13. Drinking
14. Hugging
15. Using colored chalk
16. Swinging feet
17. Walking around in back of the room
18. Cupcake party
19. Watch David and Goliath on television
20. Singing

Daily Specials

- Monday: Visit first grade.
 Tuesday: Finger painting
 Wednesday: Using teacher as a playmate in a game
 Thursday: Make a mural
 Friday: Listen to stories or records using earphones.

*See page 116 for source.

The Use of Reward

TABLE 2.5*

Reinforcement Menu: Elementary Class

1. Go to the library to work on a special project relating to the unit being studied.
2. Arrange the game shelf and be permitted to pick out a game to play.
3. Listen to the reading stories on the phonograph with earphones (up to four at a time).
4. The use of the electric and flannel board to work on exercises found in the science corner.
5. Work in the art corner or take out plain paper and draw any kind of pictures at desk.
6. Record favorite story on the tape recorder making sure that it is read with expression and clarity.
7. Work on scrapbook on history project (can use the magazines in the room).
8. Leave five minutes early for lunch.
9. Be line captain.
10. Be in charge of taking attendance.
11. Can get a drink at any time without asking permission.
12. Be in charge of passing out papers and other class materials.
13. Be excused 15 minutes early before the end of the school day to clean the erasers and blackboard.
14. Let teams of students wad up spitballs, throw them at the waste-basket, and see which has the best record.
15. Permitting students to draw on steamed-up windows with their fingers.

Specials

Monday: Listen to the transistor radio via earphones.

Tuesday: Use of the viewmaster to look at pictures of the country being studied in geography.

Wednesday: Be group leader for the social studies group.

Thursday: Add another piece to the classroom puzzle or mural.

Friday: Plan for the Friday afternoon group activity (help the teacher pick out the group game to be played).

*See page 116 for source.

Toward Positive Classroom Discipline

TABLE 2.6*

Reinforcement Menu: High School Geometry Class

1. Challenging teacher or another student to a game of chess
2. Using the portable computer
3. Doing extra credit problems and seeing how they can raise a grade
4. Making up a geometry quiz and then giving it to the class
5. Sitting at the teacher's desk while doing homework problems
6. Preparing the bulletin board using a display of the student's choice
7. Writing letters
8. Playing chess
9. Reading
10. Playing charades
11. Talking over past or forthcoming athletic or social events
12. Having a creative exhibit period (a grown-up version of show-and-tell)
13. Comparing a 1902 Sears-Roebuck catalogue with the current one, discussing changes in style, price, and the like, and trying to discover why the changes occurred

Daily Specials

Monday: Appear as guest lecturer in the other math classes.

Tuesday: Do the special crossword puzzles involving geometry concepts learned.

Wednesday: Time in which you can play a math game with another student.

Thursday: Construction of special paper models using geometrical figures to complete.

Friday: Do mystery problems involving mathematical solutions.

*Ron Carter. Help! These Kids Are Driving Me Crazy. Champaign, IL: Research Press Company, 1972. Used with permission of the publisher. All rights reserved. (All tables in this section marked with asterisks are adapted from this source.)

Dealing with Conflict

Most problems in education can be resolved with collaborative problem solving methods. When it appears that a mutually satisfying solution can be found to a problem, teamwork and collaboration are appropriate. Conflict situations are different.

A conflict situation exists when there is no chance of a solution which will satisfy all parties equally well. Radical, basic differences between parties who are concerned with the same issue indicate that the situation is one of conflict, and not open to collaboration.

American society places great value on teamwork and collaboration. Indeed, teamwork has been the basis of much progress, and the key to increased understanding between groups of people. Conflict on the other hand, can lead to destructive fighting.

The failure to recognize conflict situations for what they are, and to understand the special procedures they call for, can lead to destructive results. People tend naturally to avoid conflict, or deal with it as if it could be smoothed over. Attempting to apply collaborative problem solving in a conflict situation is inappropriate and self-defeating. A real conflict situation calls for a special process of negotiation.

Rules for Conflict-Solving*

1. Don't fight, don't give in. When you fight, you violate respect for the child. When you give in, you violate respect for yourself.
2. One must identify the nature of the conflict. It is hardly ever the issue about which disagreement exists; it is usually the teacher's personal involvement, concern with status, with winning or losing, with vanity, ambition, or other personal goals.

With children under 10 years, the goals of misbehavior are easier to define as previously described. With teenagers it is more complicated because other goals,--all recognized and promoted by the peer group--are involved in the conflict. The goal of peer acceptance is a strong motivator. In adults, the goals of profit, power, and prestige are often active ingredients in any fight.

A teacher who can understand and identify the underlying cause of the conflict is moving toward a peaceful and cooperative class.

3. Reach agreement on what you want to do. We always want the other one to change. The only one who can freely change is you. When you change, then the whole relationship is changed. Extricating

*From Discipline Without Tears by Rudolf Dreikurs and Pearl Cassel. Copyright (c) 1972 by Pearl G. Cassel. Reprinted by permission of the publisher, Hawthorn Books, a Division of Elsevier-Dutton Publishing Co., Inc. All rights reserved.

yourself is the first step in changing the agreement between teacher and child.

When two people fight they have made an agreement to do so. In order to have a fight, one must first communicate the desire and then find co-operation with the antagonist. Everything we do with other people, including fighting, involves mutual cooperation.

Only when one stops and thinks, "What can I do about this hostile situation?" Can the conflict be resolved. Thinking only of what the opponent should do, leaves no room for understanding, and nothing can be changed.

One must reach agreement. Few people consider this possible in a conflict situation. Actually, whatever happens in a relationship, it is based on agreement, communication, and full participation. If one changes one's own role, a new agreement is inevitable. One usually thinks only of what the opponent should do, instead of thinking what one could do oneself.

4. Let everybody in the conflict participate in the decision-making:
As soon as the child learns to talk, we should listen.
We need democratic leadership which neither fights nor gives in, but integrates.

Conflicts cannot be resolved without shared responsibility, without full participation in decision-making of all the participants in a conflict. Democracy does not mean that everybody can do as they please. It requires leadership to integrate and to win mutual consent.

In the following chapter you will find that during the weekly discussion period all the pupils take part in the decision-making process. This scheduled time for discussing problems eliminates most of the conflicts that happen from day to day. But when these conflicts between teacher and child do occur, remember the following points:

- Respect the other person.
- Don't fight, don't give in.
- Pinpoint the issue.
- Change the agreement.

When attempting to solve any conflict, we must realize that in order to change the attitude of our opponents we must first change our own attitude toward them. The secret is in changing ourselves; the change in them will automatically follow. Don't push; pull! If we step aside and leave space, our antagonist will have room to move to our position.

CONFLICT

In all human relationship problems the key words are mutual respect. Even a tyrant of the worst kind, old or young, deserves our respect by virtue of his mere humanity. In fact, many tyrants appreciate our respect very deeply because they are so insecure.

Dr. F.J.C. Seymour, Assistant General Secretary of the Alberta Teachers' Association, gives the following suggestions to help resolve arguments:

1. Don't lose your temper, you will lose your point.
2. Remember, you are trying to win an agreement, not an argument.
3. Apologize when you are wrong, even on a minor matter.
4. Don't imply superior knowledge or power.
5. Acknowledge with grace the significance of the other's comment or statement of fact.
6. Know and admit the impact of your demands.
7. Remember that the ability to separate fact from opinion is the mark of a clear mind and reflects intellectual integrity.
8. Stay with your point: pursue your objective but don't devastate.
9. Don't quibble. Say what you mean and mean what you say. If you want truth, give it.
10. Bargain in good faith. Your intellect will tell you when you are bargaining and your conscience will tell you whether you have good faith.

As long as we regard tyrants as monsters they will behave accordingly. On the other hand, if we respect them as human beings with an honest expression of equality, without giving in, then we are more likely to live with tyrants peacefully and perhaps change their attitude to one of cooperation.

TIME OUT PROCEDURES

There are various time out or separation procedures that can be effective behavior management techniques, e.g., a designated "quiet" area in the classroom or seclusion in a separate room. They should be used as only one set of continuum of techniques, rather than the teacher's only method of managing inappropriate behavior.

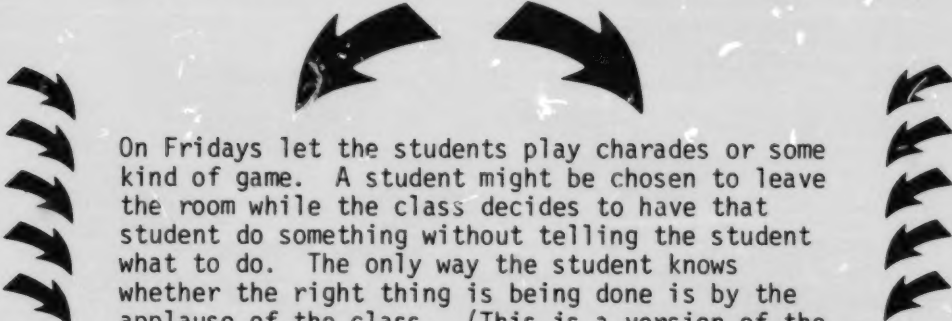
In choosing to use time out procedures, educators should keep in mind the following overall guidelines:

- Strategies should be systematically planned, carefully supervised, and continuously evaluated.
- Educators should explain the steps in the continuum (strategies) to pupils and parents before they are implemented. If there is a time out room, let them

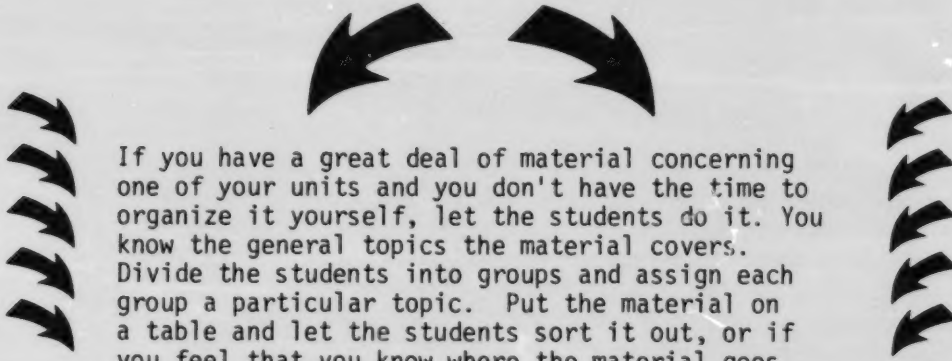
see it. Parental permission should be secured for use of seclusion time out in a special room.

-Strategies should be used in as positive a manner as possible and should not come across to pupils as punishment, e.g., "As soon as you are settled, I'll be happy for you to rejoin the group."

-Seclusion time out in a special isolation room should be used only for controlled acting out behavior, not out of control behavior, i.e., temper tantrums, and should be considered as a last resort.



On Fridays let the students play charades or some kind of game. A student might be chosen to leave the room while the class decides to have that student do something without telling the student what to do. The only way the student knows whether the right thing is being done is by the applause of the class. (This is a version of the Hot or Cold question game.) The students who are trying to guess the activity are always successful.



If you have a great deal of material concerning one of your units and you don't have the time to organize it yourself, let the students do it. You know the general topics the material covers. Divide the students into groups and assign each group a particular topic. Put the material on a table and let the students sort it out, or if you feel that you know where the material goes, call out the topic each piece of material fits in. Let the students mount it or display or catalogue it in the way they see fit. You will be pleasantly surprised at how it is done.

[illegible]

Who was involved?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are some small, dark specks and faint smudges scattered across the surface, which appear to be dust or artifacts from the scanning process. No text or other markings are present on the paper.

RESOLVING CONFLICT POSITIVELY (Elementary Technique)

Often the two parties in an argument and/or fight can, themselves, resolve the conflict in a positive way. An objective in resolving conflicts between two or more individuals should be to leave them with positive feelings which will reduce the chances of a later confrontation. This strategy will often produce positive feelings between two individuals in a conflict situation. As an authority figure you must use your own discretion as to whether or not you use the strategy. The degree of hostility between the parties should determine if you use the strategy, delay its use, or not use it at all.

STRATEGY

It's your responsibility to resolve a conflict between Mike and Chris who have just been fighting. Instruct the two as follows:

"I believe you two can settle this thing yourself. I want to give both of you a chance to settle it. If you cannot come up with a way to solve your differences, I will have to.

Mike and Chris, I want you two to go into the next room by yourselves and talk over your problem. In 10 minutes, I want you to come back and tell me what caused the fight, whose fault it was, and what you plan to do about it. I also want you to tell me what I should do about it. When you get to the next room, I want Mike to start the conversation, and when you have finished, I want Chris to tell me how you solved your problem."

If they agree to solve the problem in this manner, you can be reasonably sure they will solve it positively. When they return, and if they seem happy over their solution, congratulate them and follow up on their recommendations.

At this point say to Mike and Chris - "I am real pleased and happy that you have resolved your differences in a friendly manner. Now, I want to ask you to do one more thing. I would like for you to discuss how you plan to avoid fights and arguments with each other in the future. When you come up with what you can do, I would appreciate it if you would come back and tell me what you have decided."

This particular strategy takes very little of your time. Yet often the conflict has been settled positively, and the offenders leave feeling good about themselves and each other. Arguments and disagreements often surface between two or more students over a wide range of factors. You may want to choose this method to help resolve conflict. Use your own creativity in adapting the strategy

*Adapted from Justice Education Teaching Strategies, K-6 (JETS). Harrisburg, Pennsylvania: Pennsylvania State Department of Education. Used with permission of the publisher. All rights reserved.

CONFLICT

Discuss with your class the following questions:

1. Q. What does it mean to solve a problem?
A. - find an answer which does not create a new problem
2. Q. What does it mean to solve something in a positive way?
A. - a way that does not break the law
- a way that does not hurt others
3. Q. What does it mean to solve something in a negative way?
A. - a way that may hurt others
- a way in which a law may be broken
- a way in which something is hurt or destroyed

Distribute student worksheets as shown below.

~~~~~  
I WAS SO ANGRY WHEN . . . . .

Write two different conclusions for the following open-ended sentences;  
one positive and one negative.

I was so angry when . . .

1. my friend teased me that I \_\_\_\_\_  
\_\_\_\_\_ my friend teased me that I \_\_\_\_\_  
\_\_\_\_\_
2. I lost my homework that I \_\_\_\_\_  
\_\_\_\_\_ I lost my homework that I \_\_\_\_\_  
\_\_\_\_\_
3. we lost the game that I \_\_\_\_\_  
\_\_\_\_\_ we lost the game that I \_\_\_\_\_  
\_\_\_\_\_
4. someone broke my \_\_\_\_\_ that I \_\_\_\_\_  
\_\_\_\_\_ someone broke my \_\_\_\_\_ that I \_\_\_\_\_  
\_\_\_\_\_
5. Make up one sentence of your own about something that makes you angry.  
\_\_\_\_\_



## Theories of Classroom Discipline

Recent research indicates that there is a positive relationship between certain teacher classroom management behaviors and desirable learner outcomes including student achievement and attitudes.

There is no one best control technique that promotes a healthy climate in the classroom, shapes the whole child, or produces positive interpersonal relationships of the members -- teachers and students. There are several techniques that are worth considering; and the successful approach will be one that is consistent with the teacher's personality, maximizes learning, and fosters appropriate behavior within the classroom.

### BEHAVIOR MODIFICATION

Behavior modification is defined as the "altering of behavior in a systematic manner as to bring the behavior to a socially acceptable level."

It is really a contracting system when students get to do something they want to do following the performance of something they should do. These rewards can come in the form of praise and attention, an activity, or a tangible object. The system can be based on simple understanding or a written contract.

The main characteristic of behavior modification is based on the principle that behavior is changed by altering the consequences, outcomes, or rewards which follow the behavior. The system focuses on behavior that can be observed, counted, recorded, and evaluated rather than on underlying causes of behavior. A primary ingredient to the system is the "law of reinforcement" or "catching the kid being good". This law assumes that any behavior that is not followed by a reward, or is ignored, tends not to be repeated. The key to success in behavior modification is for the teacher to reinforce and praise students for desirable behaviors, while not reinforcing negative behavior in any way.

Behavior modification is based on the assumption that all behaviors are learned. Further, that learning occurs at all age levels, and under all conditions by positive reinforcement, extinction, punishment, and negative reinforcement; and that learning is largely controlled by the environment. It is assumed that a behavior that is rewarded or reinforced in some manner will occur again. Behavior-modification research indicates that ignoring inappropriate behavior and showing approval of appropriate behavior can promote effective classroom management.



A teacher can use behavior modification in encouraging appropriate behavior. A desired behavior can be achieved by a student with the introduction of a reward -- positive reinforcer -- or removal of a reward -- negative reinforcer. A teacher may discourage undesirable behavior by punishment or withholding a reward or removing the student from the reward. A teacher will be successful as long as the basic principles of behavior modification are employed.

Appropriate behavior is more likely to occur or be discouraged if reinforcement happens immediately after behavior occurs. The more frequent, in the beginning, the reinforcement occurs then the more likely the desired behavior will be established. Timing and frequency are important in strengthening appropriate behavior and weakening inappropriate behavior.

Choosing the correct reinforcement is the key to establishing appropriate behavior. There are two major groups of reinforcers:

1. Primary reinforcers, which are not learned and are necessary to sustain life (food, water, shelter).
2. Conditioned reinforcers, which are learned (praise, love, money, clothes).

It would be helpful to have student input as to which would be most effective in eliminating or encouraging certain types of behavior. Let the student choose which reinforcement would be most successful. Punishment is a reinforcement of behavior. It may stop an undesirable behavior for a time period but may not eliminate it permanently. Too, there may be serious side effects for punishing inappropriate behavior. Rewarding desirable behavior seems to be the key to effective classroom management.

#### Steps of Behavior Modification

1. Pinpoint/identify behavior - behavior must be specific enough to involve only 1 task i.e. shuffling feet, whistling - not noisy.
2. Count behavior for a specified amount of time - i.e. week, day, hour, 5 minutes - keep journal for consecutive period of time.
3. Discuss behavior with child - often behavior disappears when child becomes aware of it.
  - a. Explain unacceptable behavior and why it's unacceptable.
  - b. Discuss counting behavior and assist child in devising a means for counting it. i.e. tape on desk, sticks in a box.
4. Allow child to count behavior for a certain period of time.

5. Evaluate input with child and devise plan of attack.
  - a. Decide on an average number of behaviors for a specified time.
  - b. Decide on appropriate behavior.
  - c. Decide on reward for success. (abstract, concrete, immediate, long-range)
  - d. Discuss means for keeping a record.
6. Procedure for counting and rewarding
  - a. Count unacceptable behavior and decrease repetition in specified time for reward.
  - b. Count acceptable behavior - set minimum required for reward.
7. Evaluate daily - reward if achieved,
8. Evaluate weekly - make necessary adjustments,
9. When level of acceptable behavior is reached, new goals for different behaviors can be set.

A variety of problems can be adapted to this method of correction -

- a. Social - vocal noise, hitting, swearing, unnecessary movement, etc.
- b. Academic - number of math problems completed, number of papers completed, sight words learned, spelling words learned, hand-writing improved, etc.

#### REALITY THERAPY

Dr. William Glasser believes that disciplinary problems in school arise because that student has a needs deficiency -- either in needing to be loved or needing to feel worthwhile. Glasser states that through the use of Reality Therapy these needs can become fulfilled and the discipline problem will disappear.

Glasser further believes that a person must succeed in one important aspect of life in order to succeed in general. But a deficiency in the needs of being loved and feeling worthwhile prevent success. Love and self worth are related to one's identity which allows each individual to feel important.

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\*Synopsis of Reality Therapy Process. For more information, see Reality Therapy by William Glasser. New York: Harper and Row, 1975. Used with permission of the author. All rights reserved.

## REALITY THERAPY

For most children only two places exist where they can gain a successful identity and learn to follow the essential pathways of love and self-worth. These places are the home and the school. If the home is successful, the child may succeed despite the school, but that is a big if. Therefore, schools must provide each child with two pathways: a chance to give and receive love and a chance to become educated and worthwhile. If this is done then the child's need for a successful identity will be fulfilled and this will result in motivation towards acceptable goals.

Glasser contends that regardless of background a student can succeed in school if that school is committed to being a "good place". A good place is one where people are friendly and courteous, where one often hears laughter that springs from genuine joy brought about by involvement with caring people, and where communication is practiced, not just preached. A good place is one that has reasonable, democratically determined rules to which everyone agrees because they are beneficial. A good place is one where the faculty and administration support and actively participate in an approach to discipline that teaches self-responsibility.

When a student's behavior becomes irresponsible, the teacher needs to relate personally to the student and set firm disciplinary guidelines. The teacher needs to separate the behavior from the person; the student should have help planning a course of responsible behavior, make a commitment to change, and then never give any excuse for failure. It means never giving up.

## THE PROCESS OF REALITY THERAPY

1. MAKE FRIENDS - Get on good terms with student. (You must help satisfy the student's need to belong.)  
These students need to have someone to count on. (They are people who are lonely.)  
BE THERE! Students become dependent, but not permanently.

BE PERSONAL - Use personal pronouns. "I care enough about you to be involved, to be your friend." Spend a few seconds throughout the day reinforcing involvement. Find out what they want (this is very difficult).

2. ESTABLISH WHAT IS BEING DONE

PRESENT BEHAVIOR - "What are you doing right now?" Awareness of their behavior is the first step. Avoid references to the past.

## REALITY THERAPY

Emphasize behavior, not feelings. Work with the "doing" component. (It is easier to admit these.)

### 3. IS IT HELPING?

VALUE JUDGMENT - Ask the student to evaluate his/her behavior. "Is what you're doing now helping you?" It must be his/her decision to do something better than what is being done now. Encourage the idea that what they're choosing isn't working. (The student thinks s(he) is looking for help, but is doing something else.)

### 4. MAKE A PLAN TO DO BETTER

PLAN - Work with the student to formulate alternatives. Keep the plan simple. Use short spans of time. Build success into the plan.

### 5. GET A COMMITMENT (to you)

COMMITMENT - This seals the plan. Build in a way to check back, follow-up; give positive reinforcement. The student needs to accept some responsibility for this. A written form may be helpful.

### 6. DON'T ACCEPT EXCUSES (Don't accept another human being's inadequacies.)

NO EXCUSES - Eliminate discussion of excuses to show you really know the student can succeed. Re-plan with student. "When do you think you can do this?" Don't give up!!

### 7. DON'T PUNISH BUT DON'T INTERFERE WITH REASONABLE CONSEQUENCES

Don't criticize or put people down. (Don't say what they're doing is wrong.)

NO PUNISHMENT - Punishment removes the responsibility from the student. Set rules and sanctions with the student. Use natural consequences (this doesn't cause actual pain). The student has to understand that responsibility lies with self. It takes time and consistency.

Don't inflict pain! This causes more erratic behavior. The student must accept reasonable consequences (even if it's jail). A "time-out" room is a consequence the student can learn something from.

A good friend doesn't criticize. Be tolerant and accepting. Criticism means be the way I want you to be. Get them to criticize themselves constructively. If you don't know what to say, don't say anything. (Don't threaten, cajole or bribe.)



## REALITY THERAPY: PROCESS GUIDE

Please view the following as examples rather than rigid structures for Reality Therapy. The sequence presented is artificial; any of these activities can occur at any phase of a discussion.

### 1. MAKE FRIENDS

I care about you as a person.  
I accept you but not your behavior.  
I will work with you until you solve your behavior problem.

### 2. ESTABLISH WHAT IS BEING DONE

What were you doing?  
What is going on here?  
What ARE you doing?

### 3. IS IT HELPING?

What usually happens when you do that?  
What do you think will happen if you do that?  
Is what you are doing helping you?...helping others?...  
helping me?  
Is this what you want to happen?  
It is a house rule. What happens when you break house rules?

### 4. MAKE A PLAN TO DO BETTER

What can you do to remain in the house?  
What can you do about your behavior?  
How could you behave so this (action) could be avoided if  
the same, or similar situation comes up again?  
What is your plan?  
How will you handle this situation?

### 5. GET A COMMITMENT

#### (Their Commitment)

How long can you do this?  
I want you to do this for me.  
Can you do it for ...(period of time)?  
I know you can do it.

#### (Your Commitment)

I'm glad you were able to behave without being asked to.  
I am glad you kept your commitment.  
I appreciate your taking care of things without my having  
to remind you.



6. DON'T ACCEPT EXCUSES

You are responsible for your own behavior, no one else.  
When do you think you can do this?  
We need to make a better plan.

7. DON'T PUNISH BUT DON'T INTERFERE WITH REASONABLE CONSEQUENCES

8. NEVER GIVE UP

Let's try again.  
Let's look at our plan and see what we can do.

ASSERTIVE DISCIPLINE\*

Assertive Discipline is a competency-based, systematic approach to discipline. Assertive teachers are able to get their own needs met without violating the needs of their students. They back up their words with actions.

The major common characteristic of assertive teachers is their philosophy that "no student will, for any reason, stop me from teaching or others from learning nor will any student engage in behavior against anyone's best interests". Also, all assertive teachers "catch kids doing it right" and acknowledge it.

For this type of plan to work, we must assume that virtually ALL our students CAN behave. They choose their behavior.

Points to remember for using Assertive Discipline approach:

1. Make lesson plans for discipline in advance. Ideally, there should be a cooperative schoolwide discipline plan.
2. Clearly state the rules and the consequences of breaking them. Give students the CHOICE, as they MUST accept the responsibility for their own behavior.
  - a. Stick to the rules; be consistent and follow through.
  - b. Make rules specific, clear, and observable.
  - c. Limit rules to a maximum of five or six.
  - d. Rules must not violate the best interests of the students.
  - e. Communicate the rules both visually and verbally.

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\*Lee and Marlene Canter. Assertive Discipline (c) 1979. Used with the permission of the publisher, Lee Canter and Associates. All rights reserved.

## ASSERTIVE DISCIPLINE

- f. Inform the parents of the rules and the consequences.
  - g. Work with the principal.
  - h. Rules must be what you need to be comfortable and effective.
3. It is not the harshness of the consequences that's important, but rather the CONSISTENCY. Be prepared to follow through IMMEDIATELY - no waiting for the consequences.
  4. Allow yourself one to four weeks to become comfortable with the system.
  5. If a student doesn't respond to the plan after three attempts, analyze what's happening; if the student wants attention, provide it other times besides in detention (Example: 15 minutes with the teacher for following the rules).
  6. No grudge holding allowed. Erase all the marks at the end of the day.
  7. Rank rules in order of severity and include a "severe clause". This means that students bypass all the other consequences and go to the office immediately. This clause is used if students "willfully hurt anyone, destroy property, or exhibit overt defiance".
  8. Be prepared to use much POSITIVE REINFORCEMENT; reward GOOD behavior. Some suggestions are:
    - a. The Grab Bag. The students can earn tickets to the grab bag by their positive behavior. Each "grabber" gets to take one card out of the grab bag. On the card is written the reward the student has earned. (For suggestions of rewards, see page 104.)
    - b. Free Time Passes. Students receive "passes" in recognition of their positive behavior. The student's name and the time earned are written on the pass. It is helpful to have a "menu" of the free time activities the students can choose from. Some activities are:
      - reading books      science experiments
      - playing games      special projects
      - arts and crafts    help the principal
      - help the teacher   tutor younger students
      - working puzzles
      - play with toys from home
      - read stories to younger students
    - c. The Right to Rent. All classrooms have numerous items which the students would enjoy to "rent" and take home overnight or for the weekend. When the students engage in desired behavior they

## ASSERTIVE DISCIPLINE

can earn "rental cards" which specify the item the student has the right to rent and how long. (It may be necessary to check with parents first.)

- d. Positive Notes to Parents
- e. Behavior Awards (badges, ribbons, etc.)

## DISCIPLINE PLAN WORKSHEET

### Discipline Plan Guidelines

Maximum 5 consequences i.e.

- First - name on board, warning
- Second - one check, 15 minutes after school
- Third - two checks, 30 minutes after school
- Fourth - three checks, 30 minutes after school and call parents
- Fifth - four checks, remove from room i.e. principal or vice principal

Contains "severe clause" in case student severely disrupts, i.e. student immediately goes to principal.

Principal is always the last consequence in the plan.

Plan must be approved by principal before it is utilized.

Principal and teacher must determine what will occur when student is sent to principal.

Copy of plan must go home to parents.

Plan applies to all students in the classroom.

At the end of the day, all names and checks are erased.

Never erase a name or checks as a reward for improved behavior.

If after 3 days or less the plan is not working with one or more students, make the plan stricter.

Teacher should share with principal changes in the plan.

### Consequences To Utilize With Severe Behavior Problems

#### In-School Suspension Room

Student is suspended from class for remainder of day and reports on following day to isolation room.

Room is monitored by administrator or teachers.

Student does academic work in silence.

If student disrupts in isolation room an additional 1-3 hours of extra isolation are added to suspension.

Student does not participate in recess or lunch, i.e. eats alone, escorted to bathroom.

#### Tape Record Behavior

Cassette tape recorder is placed next to student and turned on if disruption occurs. Tape of disruption is to be played for parents and principal.

## ASSERTIVE DISCIPLINE

### Send To Another Classroom

Disruptive student is sent to do work isolated in another classroom.

Use as alternative to sending to principal's office.

Plan with another teacher in advance.

Student goes for approximately 30 minutes with academic work.

Student sent to widely different grade level, i.e. 1st grader to 6th grade classroom, visa versa.

Student sent to well-run classroom.

Student sits alone in back of class and does work.

Student takes part in no class activity while there.

At the end of 30 minutes, student is sent back to regular classroom.

If student again disrupts, return to another classroom for additional 30 minutes.

### Determine Discipline Plan for Your Classroom

1st consequence \_\_\_\_\_

2nd consequence \_\_\_\_\_

3rd consequence \_\_\_\_\_

4th consequence \_\_\_\_\_

5th consequence \_\_\_\_\_

Severe Clause \_\_\_\_\_

## REINFORCEMENT WORKSHEET

### Verbal Reinforcement Guidelines

#### Elementary

Give directions to students.

Praise two students who comply.

Then if one or more students have not followed the directions, put their names on the board, etc.

Praise every student every day.

#### Secondary

Praise when appropriate.



## ASSERTIVE DISCIPLINE

### Positive Notes Home

The most effective means available for all teachers to back up their positive verbal responses with actions. (Suggestion: two notes per class per day.)

### Classwide Reinforcement

Enables all the students to earn a positive consequence for their appropriate behavior. Should be utilized with different classes.

### Marbles, chips, etc., in a jar

The most effective classwide reinforcement method we have yet observed:

Whenever one or more students behave they earn a marble, etc., for the entire class.

Each item equals one point. When the class earns a predetermined number of points they earn a reward, i.e., extra free time.

The students earn a large number of marbles each day or period.

Elementary

One marble per day, regular students

Three-five marbles per day, problem students

Secondary

Five marbles per period: one marble per period, problem students

Class earns reward quickly

Kdg-3rd grade--one day

4th-6th grade--one-five days

Secondary--one week-two weeks

Class always earns reward on time.

Reward must be something students want.

Never take marbles out.

At the end of each day or period count up marbles earned and keep a running total.

When class earns one reward, start a new goal.

Use peer pressure, i.e., no names on board; five marble bonus.

Give direction. Reinforce with marbles; then set limit.

List (10) positive consequences a class at your grade level may want to earn.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

Determine a classwide reinforcement program for your classroom.

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## ASSERTIVE DISCIPLINE

Reinforcement Method (marbles, points, etc.).

What reward do you think the class would like to earn?

### TEACHER PRINCIPAL WORKSHEET

#### Guidelines For Working With Principal

- Accept you have a right to help.
- Share discipline plan and get approval before you put plan into effect.
- Whenever you modify plan share changes.

#### Behavior Rules For My Classroom.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### Discipline Plan For My Classroom.

##### When Students Break My Rules

- 1st consequence \_\_\_\_\_
- 2nd consequence \_\_\_\_\_
- 3rd consequence \_\_\_\_\_
- 4th consequence \_\_\_\_\_
- 5th consequence \_\_\_\_\_
- Severe clause \_\_\_\_\_

#### Positive Consequences I Use When My Students Behave.

#### Students Who Are Or May Be Severe Problems.

| Name | Problem<br>Behavior(s) | What I Have<br>Already Tried | What I Would<br>Like to Do |
|------|------------------------|------------------------------|----------------------------|
| 1.   | _____                  | _____                        | _____                      |
| 2.   | _____                  | _____                        | _____                      |
| 3.   | _____                  | _____                        | _____                      |
| 4.   | _____                  | _____                        | _____                      |
| 5.   | _____                  | _____                        | _____                      |

## TEACHER EFFECTIVENESS TRAINING\*

Teacher Effectiveness Training (TET), conceived by Dr. Thomas Gordon, asserts that teachers determine their relationships with students. TET concentrates on how teachers can avoid using statements that order, nag, or preach to the student. Such destructive communication can be simply avoided by the use of "I" messages instead of "you" messages. "I" messages also allow a teacher to legitimately express feelings.

Gordon's philosophy stresses freedom and responsibility and abandonment of power and authority in favor of negotiating "no lose" arrangements that result in mutual meetings of needs. He urges teachers to be open and caring toward their students, but to do so while maintaining their separateness.

His recommended "no lose" method is a six-step process of searching for the solution that will work best for all concerned. These six steps are:

1. Define the problem.
2. Generate possible solutions.
3. Evaluate these solutions.
4. Decide which is best.
5. Determine how to implement the decision.
6. Assess how well the solution is in fact solving the problem.

TET combines the use of "I" messages with Problem Solving. The TET Problem Solving Steps are the same as those used in Transactional Analysis.

### TET TECHNIQUES

#### THE SIX-STEP PROBLEM SOLVING PROCESS

1. Defining the Problem (conflict):
  - a. Explain process.
  - b. Involve only those students who are part of the conflict.
  - c. Students must be willing to become involved.
  - d. Allow enough time for process.
  - e. State your needs and feelings.
  - f. State your problem.
  - g. Use active listening.
  - h. The problem must be expressed in terms of conflict not competing solutions.
2. Generating Possible Solutions:
  - a. Do not evaluate proposed solutions.

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\*Synopsis of TET process. For further information, see Teacher Effectiveness Training by Thomas Gordon, New York, N.Y.: Peter H. Wyden, Inc., 1975.

- b. Encourage participation by injecting open-ended door openers, i.e. "What are some of the possible solutions to this problem?"
  - c. Write down each solution.
  - d. Do not require students to justify their ideas.
  - e. Encourage everyone to participate.
- 3. Evaluating Solutions:
  - a. Start process by open-ended question, i.e. "What do you think about these solutions?"
  - b. Cross off unacceptable solutions.
  - c. State your preferences.
- 4. Making the Decision:
  - a. Do not vote!
  - b. Test proposed solutions. Set up mock situations to test proposals.
  - c. Work toward consensus.
  - d. Write down agreed-upon solution.
- 5. Implementing the Decision:
  - a. Ask the group "What do we need in order to get started?"
  - b. Take up the issue of "standards of performance".
  - c. Write down who does what by when.
- 6. Assessing Success:
  - a. Check to see if commitments were unrealistic.
  - b. When solutions fail, they should be discarded and new ones made.
  - c. If the solution solved the problem, re-evaluate from time to time.

#### LOGICAL CONSEQUENCES\*

The theory of Logical Consequences was designed by Rudolf Dreikurs and Loren Grey. It emphasizes that students learn from the reality of society by requiring students to be responsible for their own behavior. It assists teachers in managing student behavior by stressing the need to avoid reinforcing or provoking misbehavior, developing relations based upon mutual respect, looking for the good in students, and being flexible in their attitude toward students.

There are four steps to follow when applying the Logical Consequences model to managing student behavior.

1. Determination of the meaning and purpose of the student's misbehavior.

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\*Synopsis of Logical Consequences Theory. For more information, see Logical Consequences: A New Approach to Discipline by Rudolf Dreikurs and Loren Grey. New York: Hawthorn Books, 1968.

## LOGICAL CONSEQUENCES

2. Teacher identification of the real issue, usually one of four:
  - a. attention seeking
  - b. desiring power
  - c. desiring revenge
  - d. displaying inadequacy
3. Problem-solving with the student.
4. Obtaining a commitment for good behavior.

Logical Consequences are those experiences, more or less, arranged by the teacher that permit a student to learn about the real world. These experiences allow the student insight into one's responsibility for one's own behavior. Democratic discipline involves learning growth, and a belief that one is able to decide for oneself and accept the consequences of one's behavior.

1. Logical Consequences help students see the reality of the social order.
2. Logical Consequences are related to the misbehavior.
3. Logical Consequences contain no element of moral judgment.
4. Logical Consequences prevent choices for the student.
5. Logical Consequences are done in a friendly and firm manner.

Logical Consequences make sense to the student and increase the ability to evaluate a situation, to learn from experience, and to make responsible decisions. There should be attitudes of mutual respect. As the teacher, you do not become a superior speaking to an inferior.

### Conclusion

The recommendations of Glasser, Gordon, and similar writers involve respect for student individuality, tolerance for individual differences, willingness to try to understand and assist students with special needs, and reliance on instruction and persuasion rather than the assertion of power. They also recognize, however, that students have responsibilities along with their rights, and that they will have to suffer the consequences if they fail to fulfill those responsibilities.

There is wide agreement on matters taken up by different writers, especially on general ideas such as the importance of positive and preventive approaches. Thus, it is possible to develop a systematic and internally consistent but yet comprehensive approach to classroom management by integrating diverse sources.



# Contemporary Critical Issues

## PUNISHMENT

Many teachers tend to confuse discipline with punishment. Following are the differences as described by Shirley Pearl and Don Challman in Managing Disruptive Behavior in Elementary Schools.\*

Punishment is usually an expression of anger by someone in authority, is arbitrary and offers no alternatives. Punishment is done to someone and is a teaching process that reinforces failures and weakness in a youngster.

Discipline allows the natural flow of consequences to occur based on the reality of the social order. It is concerned with the present, allows for alternatives, and emphasizes teaching ways to act that will result in more successful behavior. Discipline offers the guidelines and sense of order necessary in any classroom if emotional and academic growth are to occur.

Punishment also differs from restitution. If a pupil is made to restate a discourteous comment in a more polite fashion, we would not term it punishment, but restitution. You will remember that before "good" behavior is repeated, the student must perform the desirable behavior and be rewarded for it.

Thomas L. Good and Jere Brophy (Educational Psychology: A Realistic Approach) argue against the use of physical punishment, strong personal condemnation, and the assignment of school work as punishment. They recommend that punishment be brief, mild, involve restitution where appropriate, and be designed to provide ways for offenders to re-establish normal status.

Research indicates that punishment generally and physical punishment in particular is notably ineffective as a basic approach to socialization. Group punishment tends to engender hostility and resentment in the target student and unhealthy attitudes in other students.

On the other hand, Dr. Max Rafferty recently stated in the Los Angeles Times "that there is too darned little punishment in today's schools, and that this is one of their major problems." He feels life is full of

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\*Shirley Pearl White and Don Challman. Managing Disruptive Behavior in Elementary Schools. Saint Paul, MN: Special Education Instructional Materials Center, 1978. Used with the permission of the authors. All rights reserved.



## PUNISHMENT

punishments and children must be acquainted with this fact in order to acquire an "education for life".

Last year in the NASSP Bulletin, Robert L. Shrigley listed six strategies necessary for coping with student misbehavior in the classroom. Concerning punishment, he suggested that, "Considered with some constraints, punishment is one option teachers must consider in curbing and modifying deviant behavior that hampers the learning act."

Shrigley feels the decision to punish necessitates the consideration of several personal constraints. Punishment should be "legal, infrequent, prompt, appropriate, impersonal, private, and mild."

Although no one who has had firsthand experience teaching public school students would say that punishment should never be used, research studies have uncovered many harmful side effects, on both the deviant and classmates. Since a student must perform a desirable behavior that must be reinforced before he/she will make his "good" behavior a habit, restitution has much to recommend it.

Asking a student to perform a proper behavior immediately following the deviant one will change behavior in the desired direction without producing the negative effects of punishment.

Researchers have shown that while punishment may suppress deviant behavior for a time, it does not weaken the bad habit. Substitute teachers abhor situations where they must teach a class that has been controlled almost exclusively by fear of punishment. As soon as the class perceives that the substitute will not punish them, deviancies appear in profusion. Their tendencies to be deviant are still there, suppressed for a time but not extinct.

### Corporal Punishment

One form of discipline or punishment that has been upheld by the Supreme Court is that of corporal punishment. Despite the fact that the court has ruled that "paddling" did not constitute a cruel and unusual punishment, school districts hear many complaints that it is ineffective and should be discontinued or even outlawed.

Section 124 of the 1980 School Laws of Oklahoma states that: The teacher of a child attending a public school shall have the same right of a parent or guardian to control and discipline such child during the time the child is in attendance or in transit to or from the school or any other school function authorized by the school district or classroom presided over by the teacher (70-6-114).

The basis for Section 124 is the doctrine of in loco parentis, which gives the teacher the same authority as parents whenever students are in their custody and provides the basis for whatever disciplinary measures seemed necessary.

## PUNISHMENT

However, before one decides to use corporal punishment, you might take into consideration the following points:

1. Determine who is authorized to administer "paddlings" (teachers, assistant principals, etc.).
2. The place where the "paddling" will take place (preferably in private behind closed doors).
3. For what misconduct may a student receive a "paddling" (fighting, class disruptions, smoking, tardiness, gum chewing, etc.) and how many "swats" are appropriate.
4. Have at least one witness present for the "paddling".
5. Does the school have a predetermined instrument to be used in "paddlings"?
6. What students are exempt and why?
7. Maintain a record of the entire proceeding, (student name, who administered, how many swats, reason, witness, etc.).
8. Notify parents by phone or letter.
9. Punishment should be immediate, if possible.
10. Are girls "paddled" the same as boys?
11. Remember, you could be held liable for any physical abuse.
12. Remember, there is no conclusive evidence that corporal punishment is effective.
13. Above all, follow your school's guidelines for corporal punishment.

## PARENT INVOLVEMENT

According to a recent Gallup Poll of the public's attitudes toward public schools, lack of discipline is perceived as the number one problem. Dr. Kevin Walsh, Assistant Professor of Education at the University of Alabama, believes parents can help find the answer to this problem by working closely with teachers and school officials.

Walsh stresses that parents must be a part of the discipline process. Parents must be seen as the setters of limits -- the properly constituted authority -- and consistency in discipline decisions must exist between

## PARENTS

the parents. If parents enforce limits and enact consequences, the child realizes the authority of others is something that must be accepted.

Often a behavior problem is brought about by influences outside the school, for example, in the home. Working with the family may present many difficult problems. Dr. Madeline Hunter\* suggests several possibilities for teachers in working with the home:

1. Establish rapport and secure cooperation of parents so that through conferences and visits the teacher may be able to influence them to try to attempt more effective techniques of child guidance. The teacher must understand parent behavior and make sure the situation is not further complicated.
2. Lend support to efforts to help parents through a parent education program (if one is possible) of the school and clinic. (Family life education programs in schools are a recent development.)
3. Attend parent-teacher meetings in an effort to get acquainted with parents in an informal setting not dominated by a problem situation.
4. Realize that even when teachers do win the confidence of parents, the emotional tension aroused by the situation may be so strong that little can be done to get their continuous cooperation.
5. Do everything possible to make the school environment a place where the child finds security and respect. Thus, the desire for security and personal worth will find some opportunity for fulfillment at school, even if the home situation is threatening.

Working with parents is the business of ALL staff members. The staff needs training in how to communicate with parents -- especially parents who are fearful, well-defended, or appear hostile.

Even the most disruptive student makes a positive contribution that the teacher should bring to the attention of the parent. When the parent feels the teacher can appreciate the child's good qualities, the parent is more likely to appreciate the teacher's concerns about the child's irresponsible behaviors interfering with school success.

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\*Madeline Hunter. Improved Instruction. El Segundo, CA: TIP Publications, 1976. Used with permission of the author. All rights reserved.

## PARENTS

If the teacher feels discouraged about how to help the child deal with a particular behavioral pattern, chances are the parents feel discouraged about some of the child's behaviors. The parents need support and encouragement.

When the teacher can approach the parent with a possible plan for helping the child with a specific behavior problem, the parent is more likely to support the teacher in trying the plan. Optimism on the teacher's part will be helpful in gaining parental cooperation.

Informal contacts with parents can be effective in modifying behavior. By informal, we mean those contacts that are not part of the systematic plan of contacting or reporting to parents such as with report cards, parent-teacher conferences, or systematic checklists of progress.

Teachers report success in modifying student behavior through several means of informal contact with parents:

1. The teacher reports something encouraging about the child to parents when they see them in supermarkets or downtown. One teacher called this "close encounters of the third kind".
2. The teacher writes a brief note pointing out improvement in the student's behavior or in the student's performance in mathematics on another subject area. These are either mailed or sent home with the student.
3. Telephone calls lend an extra personal touch. Few parents can resist the force of a special call from the teacher with good news about their children. Some schools or teachers keep a log book on calls made to parents with concise explanatory notes.

Most teachers have experienced an angry parent. A natural tendency is to react defensively and become angry. Generally, this is counter-productive. It is best to avoid trying to talk with an angry person. It is better to listen actively in order to allow the parent to ventilate. After the parent calms down, it is helpful to recognize the feelings of the parent with statements such as:

- "I see that you are very upset."
- "I'm glad you told me about your concerns."

It may be desirable to set up a later appointment with the parent.

Teachers must take parents into account even though some parents are vexing to teachers. Parents inevitably have a great impact on how their children behave. In our system of schooling, parents have certain rights both as taxpayers and as parents. Some of these rights come from



## PARENTS

strong tradition and many are outright legal rights. Examples of parent rights are (1) to take legal action if the child is punished with "excessive" force, (2) in most states, to visit a child's classroom, (3) in most states, to have the child excused from school activities which are counter to the parent's religious beliefs, and (4) to know about the school's educational plan for a child.

"Parents as partners" in education appears to be the only effective approach that teachers can take toward parents. Parents are partners regardless of their wishes or the wishes of the teacher. Teacher practices that enhance cooperative attitudes in parents can help the school meet its objectives more effectively.

## AN ALTERNATIVE TO OUT-OF-SCHOOL SUSPENSIONS

Every school has daily discipline problems, yet many are trying an alternative to out-of-school suspensions as a way of dealing with the disruptive student. These schools feel that an out-of-school suspension is nothing but a vacation for the offender. The alternative is keeping the offending students on campus rather than sending them home. This program has several names, among them: In-School Suspension (ISS), On-Campus Suspension (OCS), Involvement Counseling Center (ICC), and Survival Optional School (SOS).

But why keep trouble makers on campus? First, it keeps the student at school supervised and busy rather than at home watching television or set loose upon your community. It should be remembered that today more and more students come from homes where there is no adult supervision during the day so an out-of-school suspension is a vacation.

Second, ISS will receive a lot of parental support because they feel the school is trying to work with their child rather than sending them home when they break school rules.

Third, the suspended student remains in a learning atmosphere. Admittedly it is not the same as the regular classroom, nor should it be. The student will clearly see that irresponsible behavior has negative consequences rather than getting to stay at home sleeping late and watching television.

The key to any successful ISS is the supervisor. The success or failure of your program can be linked directly to the supervisor and his/her personal attributes. The supervisor must delegate time to work with each student in the areas of academic tutoring, individual counseling, and student supervision. These elements emphasize the positive nature of this disciplinary alternative. The isolation room must be a positive setting where students can think over their problems, evaluate their behavior, and begin to take responsibility toward solving their own problems. Above all, the supervisor must remember that (s)he controls the situation completely.



Another key is faculty involvement. They must always remember to separate the student from the behavior. They should stop by the isolation room to visit the student, offer academic assistance, and stress that solving the problem will speed the return to class. This lets the student know that the teachers care for the person, but not for the irresponsible behavior.

Students can be assigned to ISS by the building administration or faculty for any number of offenses. Assignments can be from one hour to a week. These conditions are best decided at each building site.

#### RULES

1. Once assigned, a student is responsible for bringing all necessary materials and books. The room should be equipped with necessary materials and at least one copy of each textbook used in the school. This way the student has one less excuse for not doing the assignments.
2. The student can be required to be responsible for getting the assignments or the supervisor can do this by circulating a homework request form among the student's teachers.
3. Tardiness, misconduct, or "cutting" could result in additional time in the room, parent conferences, or even out-of-school suspensions.
4. Assignments must be completed before a student can return to class.
5. There are only two breaks in addition to lunch, one in the a.m. and one in the p.m., for the purpose of going to the restroom. These breaks should not coincide with routine class changes.
6. Lunches should be eaten in the isolation room or in an isolated area in the cafeteria. They should not be allowed contact with the student body. (Supervision during lunch is another item best determined at each site.)
7. Students in isolation should not be allowed to visit with one another.
8. The supervisor should not accept excuses for irresponsible behavior but should work on a student commitment to a plan that eliminates the irresponsible behavior.
9. A conference must be held with the administrator and/or teacher before the student can return to the normal routine.

For a program of this nature to succeed, your ISS supervisor must become involved with the student, care about the student as an individual, but yet be firm. Those schools that adopt an ISS program should carefully chose a supervisor who is willing to become involved with the students.

A less costly alternative to ISS is Saturday morning ISS. This would solve the problem of using a classroom in an already overcrowded building for ISS. It is also less costly in that supervisory help could be hired for a half day.

As far as student reaction -- it is one of distaste. Who wants to give up their Saturday morning to go to school? And once you've been there, who wants to return?

This program would have to be provided on a voluntary basis due to its meeting on Saturdays.

To summarize, the ISS must be a place where the student, supervisor, counselor, teacher, parent, and administrator can work a plan that will allow the student to get maximum recognition for efforts. It must be a place where the student can recognize alternate ways to handle conflict, anger, etc., rather than acting in an irresponsible manner.

On the following page is a sample form provided for use of adaptation by your school if so desired.



When teaching something which is difficult to simplify, find common-ground subjects about which students can effectively communicate. For example, one teacher used the "top forty" songs of the week to teach spelling and reading. Common words in titles and lyrics were used instead of the typical lists. Unconventional, yes, but the interest of the class was captured and the learning got across. The idea can be extended to include blurbs about movies and television programs and to articles from periodicals published just for children.



STUDENT REFERRAL TO OFFICE

This form must accompany a student sent to the office for irresponsible behavior.

Date \_\_\_\_\_

Student \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Period \_\_\_\_\_

Student sent to office for remainder of period

\_\_\_\_\_ Hold in office until teacher arrives

\_\_\_\_\_ Teacher will schedule conference with individual, counselor, or administrator (on to next class)

\_\_\_\_\_ Administrator talks to student and they come to an understanding (on to next class)

RECOMMENDATION FOR IN-SCHOOL SUSPENSION

What is the specific problem? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Remedial steps already taken by teacher:

\_\_\_\_\_ ICS

\_\_\_\_\_ Teacher-student conference at planning period

\_\_\_\_\_ Parent call or conference

\_\_\_\_\_ Referred to counselor for assistance

\_\_\_\_\_ Administrator conference

Student recommended for ISS because of:

Check one.

\_\_\_\_\_ Irresponsibility in ICS

\_\_\_\_\_ Not keeping previous commitments

\_\_\_\_\_ Refusing to go to I.C.S.

\_\_\_\_\_ Refusing to make commitment or written plan

\_\_\_\_\_ Fighting, cursing, or abusive language to teacher or complete insubordination

For office use only

Student assigned to ISS for \_\_\_\_\_ (Date)

Principal \_\_\_\_\_

## DUE PROCESS

Many administrators today feel that they need to be a "Philadelphia lawyer" when they deal with student rights as they relate to suspensions/expulsions. However, this has not always been the case.

Only recently has there been a dramatic change in the constitutional rights of juveniles. The 14th amendment states that no person shall be deprived of life, liberty, or property without due process of law. Adults have always been entitled to due process; however, juveniles have not had this protection. Because student rights have been abused and violated, the courts have fashioned a new "bill of rights" for students.

Due process involves two kinds of constitutionally guaranteed rights. Procedural due process refers to the hearing or process which must be conducted before the government can take away a person's liberty interest or property interest. Substantive due process refers to the reasons for a deprivation of these constitutionally protected rights.

In the 1967 Gault decision, the U.S. Supreme Court ruled that procedural due process applied no longer to only adult proceedings but also to juvenile proceedings. Specifically, juveniles are entitled to a hearing, adequate notice of the charges, to counsel, to protection against self-incrimination, to confrontation and cross-examination of adverse witnesses, and the right to the reasonable doubt rule of evidence.

Eight years later the Supreme Court went one step further when it dealt with the due process rights of students facing suspensions of 10 days or less. In Goss Vs. Lopex, the court ruled that an Ohio Law allowing boards to suspend students for misconduct for up to 10 days without a hearing was unconstitutional. In essence, the student must be afforded a hearing when (s)he's facing suspension.

These two rulings clearly state that since students are entitled to a free and appropriate education, a school board cannot by suspension or expulsion take away a student's property right to an education at public expense without giving the student a hearing. Where a person's good name, reputation, honor, or integrity is at stake because of what the government is doing to him/her, (s)he possesses a liberty interest and, therefore, due process commands that there be a hearing to allow that person to clear his/her name.

These two decisions mean that when a student is denied an education as a form of discipline (whether denial of attendance for up to two semesters in Oklahoma through expulsion or suspensions of over 10 days or temporary denials through suspensions of ten days or less) then the student is guaranteed the constitutional rights of due process.

Note: A suspension of more than 10 days would be viewed by most courts in the same light as an expulsion.



## DUE PROCESS

More specifically this meant that when a student is suspended for 10 days or less he is entitled to the following:

1. A hearing must be conducted to give the student and parents an opportunity to discuss the infraction, the evidence, and discipline with the school. This hearing should be conducted prior to the suspension unless a clear danger exists to other students. The hearing is usually viewed as a conference between the school and parents.
2. Notification of the violation and suspension either in person or by phone should be followed by written notification. When a student admits his guilt there need be no time lapse between notification of the charges and imposition of the suspension.
3. Counsel is not required; however, a board may want to allow one as an indication of its sense of fair play.
4. Any decision to suspend must be fair and impartial and based on substantial evidence.
5. Appeal of the decision through channels established by the school district.

The right to confrontation and cross-examination of adverse witnesses in suspensions of 10 days or less are rights not required by the federal courts. It was held these safeguards would interfere with the nonadversary nature of the proceedings. Dixon, the cited authority in these cases, did not require these rights.

Students facing expulsion are entitled to the following rights of due process:

1. The school board must always conduct a hearing prior to a student's expulsion.
2. Notification of charges is a must in all cases. This means that the school must inform the students of specific rules and regulations, of which a violation could result in expulsion, either orally or in printed form. Next, the student and parents must be notified in writing of the violation, the evidence, and any witness the school will use at the hearing. The notification must be done far enough in advance to allow the accused to prepare a defense.
3. The school must allow legal representation, if retained by the student or parents. Note: Advisement of the right to counsel is not a general requirement. However, it would be a wise procedure to advise the student and parents of such a right. The right to appointed counsel has not been ruled upon by the courts.



## DUE PROCESS

4. The application of the right to confront and cross-examine adverse witnesses is legally uncertain. The problem is the subjection of student testimony to cross-examination by an experienced attorney. One federal district court required such a procedure (*DeJesus v.s. Penberthy*, 344 F. Supp. 70 D.C. Conn. 1972); another did not, stating that the opportunity to confront and examine the sworn written testimony was sufficient (*Graham v.s. Knutzen*, 351 F. Supp. 642 D.C. Neb. 1972). Three other district courts have held that cross-examination is not required (*Farrell v.s. Joel*, 437 2d 160 2nd Cir. 1971, *Davis v.s. Ann Arbor Public Schools*, 313 F. Supp. 1217 D.C. Mich. 1970, and *Hobson v.s. Bailey*, 309 F. Supp. 1393 W.D. Tenn. 1970).
5. Any decision to expel must be fair and impartial and based on substantial evidence.
6. To appeal any decision.

A student's right to compulsory due process and protection from self-incrimination has not been ruled upon by the Supreme Court and are therefore not constitutionally guaranteed.

In addition, a student's right to protection from unreasonable search and seizure has not been constitutionally guaranteed. State courts have held locker searches by school personnel to be a legal exercise of the in loco parentis doctrine because the personnel were not acting in an official state position.

As you have read, the judicial system has recognized that students have constitutionally guaranteed rights. The courts have never ruled that disruptive students may not be removed temporarily or permanently but only that they be fairly treated before suspensions or expulsions are administered.

In regards to the handicapped or suspected to be handicapped child PL 94-142 and the regulations for Section 504 of the Vocational Rehabilitation Act of 1973 impose additional due process requirements on local education agencies as well as on the state education agency.

According to interpretations by the USOE-OSE, the office of Civil Rights, and various courts across the land the handicapped do indeed require special procedures for due process. Special processes beyond those for the non-handicapped are required when identifying, evaluating or placing handicapped children in educational programs. Most actions relative to the handicapped require that any recommendation be the result of multi-sourced data collection and team action by knowledgeable, qualified professionals. Unilateral decisions or actions are never appropriate.

## DUE PROCESS/LIABILITY

Disciplinary action such as expulsion is a good example of an activity where additional steps are required when dealing with the handicapped. Expulsion is considered to be a change of placement which means data must be gathered and then a team of knowledgeable qualified individuals must determine if the child's behavior was caused by or related to his handicap. If it is determined that the unacceptable behavior was caused by the child's handicap the team would need to develop an appropriate program and services including services needed to remedy or ameliorate the unacceptable behavior.

If the behavior was determined to be unrelated to the handicap, suspension can occur. However, some educational program must be provided in order not to violate the Free Appropriate Public Education requirement of P.L. 94-142. In other words, while no program is acceptable for the non-handicapped suspended student, a handicapped student must be provided an educational program.

In addition, the Local Education Agency must allow a due process hearing if the parents are not in agreement with the school's decision. This is not the same as an appeal to the local board of education, as P.L. 94-142 requires a special procedure and the use of an impartial hearing officer whenever a decision of the local education agency is questioned.

It must be noted that hearings are the responsibility of the LEA in which the child holds legal residence. The state trains and makes available to the LEA the names of impartial hearing officers for their use. The state becomes responsible only when the local hearing decisions are in dispute and an appeal is made to the State Department of Education. Failure to provide local hearings when requested is considered as non-compliance with state and federal law.

## EDUCATORS' EMPLOYMENT LIABILITY

Teachers throughout the United States have become increasingly concerned with liability for activities involved in the teachers' educational employment. In your work as an educator you are frequently involved in situations which may involve you in legal actions, some even involving personal liability. A teacher may be personally liable for damages if, in the performance of school duties, the teacher's negligence or conduct results in harm to pupils, fellow teachers, or other persons. A teacher faces the risk of lawsuits for torts such as negligence, assault and battery arising out of the administration of corporal punishment, slander, libel, and malpractice. Situations which involve possible liability include corporal punishment administered to an unruly or misbehaving student, accidental injury to students based upon comments made to students, or allegations of failure to educate students.

## LIABILITY

Today's teacher has an awesome task in deciding how best to manage a classroom that frequently includes a large number of students with a diverse social background, who arrive in the classroom with contrasting needs and attitudes. These problems are aggravated by the social problems that are reflected in the classroom which include family problems, child abuse, and substance abuse by students.

Teachers, like members of many other professions, may be held responsible for their actions, or failure to act, if someone suffers damages as a result of instances occurring in the classroom or related areas. There are some precautions a teacher can take to lessen the possibility that a lawsuit might be filed against him/her.

1. Read the board policy of your school district and know the policy with regard to discipline, corporal punishment, and supervision of students.
2. Do not, under any circumstances, administer physical punishment or discipline to a student in the absence of a witness.
3. Following an incident of student discipline (physical or otherwise) make a written memorandum regarding the incident for your personal files. This memorandum should include the name of the student, the date of the incident, the type of punishment, an indication of the circumstances that gave rise to the punishment, and any other information which will serve to identify the incident.
4. If your school district requires you to file an "Incident Report" with an appropriate school authority, retain a copy for your personal files.
5. Common sense goes a long way in determining proper conduct, i.e. when you are expected to be in the classroom, it is best to be in the classroom rather than in the teacher's lounge.
6. If you have questions concerning your possible liability, contact your principal, superintendent, or a representative of your professional organization.

If you are an employee of a school district, you are covered for loss that results from your acts if those acts are within the scope of your employment. Loss includes injury or death of a person or damage to real or personal property. This coverage for loss is up to the maximum limits of coverage established in the Political Subdivision Tort Claims Act. Additional professional liability protection is provided as a benefit of membership in various professional organizations. An example of this type of coverage is the Educators' Employment Liability Program which accompanies membership in the Oklahoma Education Association. This type of coverage purports to pay the legal costs of defending civil suits brought against the teacher in the course of employment as an educator and will generally indemnify the teacher for damages assessed as a result of such suits, up to maximum limits of the particular policy under which the teacher is afforded coverage.

Be aware of situations that represent possible areas of professional liability. The key to avoiding liability, or possibly minimizing it, is making every effort to exercise common sense and good judgment. Know the policy in your school district applicable to supervision. Report incidents which you feel represent possible pockets of liability for you or your district. Maintain personal files with regard to discipline administered to pupils or incidents which you feel are questionable in view of a pupil's or parent's reaction. Never strike a student, parent, or any other individual out of anger; rather, report any incident to the nearest school authority and request assistance from your administration in dealing with a difficult parent or student. Remember that you are a professional educator and many times your future employment and professional integrity depend upon your ability to exercise restraint, to act quickly in the event of an emergency, to report any defective equipment in your classroom, and to monitor your own conduct in the classroom.

#### CHEMICAL DEPENDENCY

A national survey recently revealed that 5% of our nation's population is chemically dependent and another 13% are severe abusers of chemicals.

Chemical dependency (dependence on any mood-altering substance) is a severe problem for educators, for parents, and for society. Chemical dependency strikes families of all economic and social classes, and it has very negative effects on all members of the family.

In recent years the public and the press have expressed concern over reports of rising drug use at the secondary level. Students have indicated that there are abundant supplies of pills, marijuana - even heroin and cocaine in junior and senior highs across America. Furthermore, it is felt that these substances are also being distributed in the elementary schools.

It is true that many such reports of drug availability are difficult to confirm. How much of the student talk is just that - talk and nothing more - is difficult to evaluate. It does appear, though, that there are students ending up in the principal's office under suspicion of chemical substance misuse.

There is some disagreement among educators as to the responsibility of the schools in dealing with rehabilitative drug education. Dealing with diagnosed substance abusers requires extensive professional training and must be handled very carefully. In most school districts, a person truly qualified for this type of program probably would not be readily available.

It is the position of the Oklahoma State Department of Education that schools should provide preventive drug education programs beginning in primary grades.



## SYMPTOMS OF SUBSTANCE ABUSE

### I. Physical Symptomatology of Chemical Abuse

1. Bloodshot eyes
2. Slurred speech
3. Tired and lethargic
4. Has significant changes in activity levels
5. Neglects personal appearance and health
6. Pale facial color
7. Appears hyperactive (unable to control behavior appropriately)
8. Slow thinking (reacts slowly to questions put to him)
9. Complains of physical ailments
10. Loses or gains weight
11. Oily or dark marks under the eyes
12. Ends of hair becomes dry and brittle

### II. Academic Performance

1. Changes in school attendance, discipline, and grades
2. Achievement level deteriorating
3. Inability to follow-up on academic commitments
4. Excessive tardiness and absenteeism especially on Monday, Friday, and after lunch
5. Dropping out of extra-curricular activities
6. Discipline problems

### III. Social Behavior (personal interactions)

1. Appears to be a loner with few friends (drops straight friends)
2. Abrupt changes of mood
3. Appears negative and argumentative in school
4. Denies personal problems
5. Low motivation level and loss of interest
6. Away from home a lot
7. Preoccupation with chemicals
8. Tickets and accidents
9. Lying to parents
10. Spending a lot of time in room by himself/herself
11. Family arguments
12. Short visits by so-called friends
13. Absent from family activities
14. Rebellious and breaks curfew



## **PART FOUR**



## **DEALING WITH TEACHER STRESS**

## Dealing with Teacher Stress

Stress is a growing concern of the classroom teacher and many educators are becoming victims of an occupational hazard called teacher burn-out. Education has lost many good professionals due to stress related problems.

Stress occurs when your image of yourself doesn't match what is happening--unexpected occurrences you are not prepared to deal with. Teachers, who always seem to be busy with one project or another and usually go the extra mile to reach established goals, are much more susceptible to burn-out than the person with little or no professional ambition. The teacher burn-out is a leader who cannot admit limitations in being able to resolve all the world's problems. Frustration and anger develop from pushing hard and long without being able to accomplish unreasonable demands, both internally and externally imposed.

The educator's objective is not to be completely free from all stress. It is the presence of some degree of frustration and discontent which motivates us to strive to reach our established goals in life. However, excessive stress, created by demands beyond our ability to achieve, becomes a mental as well as often even a physical handicap. Anxiety causes tension which can have an ill effect on our bodies.

Feelings of being "in a rut" or that we just "don't care" anymore when in reality we care very much is giving in to the denial of our problems. Recognition of causes of frustration and disappointment will enable us to restructure our lives so that we can live with ourselves.

What are some of the things you should look for if you suspect you may be a potential burn-out professional? The following are some questions to ask yourself to check your burn-out level. If you answer no to most of the questions then you are doing fine. If you find that you are recognizing yourself throughout the quiz then perhaps you should seriously consider preventive or corrective measures to combat burn-out fatigue.

## Burn-out Quiz\*

1. Has teaching ceased to be fun or even enjoyable?
2. Do you have a hard time sleeping or don't feel rested?
3. Do you find yourself suffering from a physical problem such as a cold that seems to hang on, headaches, or other aches and pains?
4. When the day is over are you feeling overwhelmed from not seeming to get things done the way you would have liked?
5. Do you avoid people to keep from having to be bothered?
6. Can you look at yourself and say "I am really a happy person"?
7. Has forgetfulness seemed to have increased?
8. Do things and people irritate you more easily lately?
9. Are you more pessimistic and sarcastic?
10. Do you catch yourself thinking "I don't care"?
11. Do you feel sad but don't know why?
12. Do you seem to be tired all the time, can't seem to hold out to do the things you used to do?
13. Do you feel you are not accomplishing what you should, even though you are spending more effort and time at your job?
14. Do you find yourself eating, smoking, or drinking too much?
15. Do you always feel busy, with little or no "free" time for yourself?
16. Are your friends asking you if you feel well?
17. Do you seem to be more accident-prone than normal?
18. Is your self-concept low?
19. Are you unable to relax, even when you try?
20. Do you feel that people around you are not meeting up to your expectations?

If you consider yourself to be a burn-out or a burn-out candidate, do not be discouraged, for your position can be reversed regardless of how far along you are. Recognizing that we are under stress and identifying the sources are necessary for preventive as well as corrective measures.

Teachers are victims of stress almost daily as a result of situations which cannot be avoided or controlled. However, the way a teacher deals with the stressful situation can be significant. Reacting to stress-

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\*Appeared in the Daily Oklahoman, December 8, 1980. Adapted from Burn-Out by Herbert Freudenberger and Geraldine Richelson, Anchor Press - Doubleday, 1980.

## STRESS

related situations can be controlled. People who learn to cope well have self-control and look at problems or changes as opportunity instead of feeling threatened by them.

We can control our reactions and this enables us to be able to deal with stress. The way we choose to react to an experience is our own behavior choice. When we perceive situations in a more rational manner, we can deal with stress more effectively.

When you feel burdened with excessive stress, try to discover the source of the problem. Remember that you are not striving to reach a stress-free goal, rather you are trying to achieve stress levels which are compatible with your goals and standards. Learn to tolerate stress situations you cannot change, and eliminate or reduce stress sources over which you have control. Avoid thinking you are the only person who can do your job; remember, no person is indispensable.

The following are helpful hints which deal with the prevention of as well as the correction of stress-related problems.

1. Establish regularity in your job and in your life in general. We are better able to handle stress when we feel good. Get plenty of sleep and exercise and eat the right foods.
2. Don't feel all your mistakes have to be corrected. Sometimes what is done ... is done.
3. Review your goals. Are they realistic? If not, lower them to an obtainable level.
4. Leave some things out. You can't do everything so set priorities and handle only what is important.
5. Work on being patient. Learn to "wait".
6. Change your daily routine. Variety makes work interesting.
7. Balance your work with play. Set time aside each day for your hobby, sport, or recreation.
8. Take time for meditation. Avoid being so busy that you have no time to be alone.
9. Talk out your problems. Make friends with other teachers to share and exchange views.
10. Avoid taking yourself too seriously. Don't be on the defensive or feel you must justify everything you do.
11. Develop a sense of humor. Give the world a chance to laugh with you. Smile and laugh often.
12. Learn to handle criticism and be able to admit that you are not perfect. You can (and will) make mistakes.



## STRESS

13. Take frequent (unplanned) short vacations.
14. Don't take your home problems to school or your school problems home.
15. Develop your job skills. Avoid frustration and stress by being competent and prepared.
16. Avoid accepting more commitments than you can handle at a time. Discover your limit and stick to it.
17. When a problem arises, determine if it is yours to deal with. If not, allow the person responsible to handle it.
18. Face stress sources. Don't procrastinate. Don't blame others for your problems. Don't resent having problems. Everyone does at some time or another.
19. Be assertive. Don't be pushed around but work with others in a cooperative manner.
20. Avoid harboring ill feelings or resentments. Don't retaliate for grudges you might have.
21. Build your self-concept by looking at the positive, successful activities and events. Avoid laboring over single events gone sour.
22. Be yourself. Learn to understand, accept, and even like yourself.
23. Avoid being idle. Keep busy with things you feel are important or that you enjoy.
24. Develop a broader scope of your situation. Remember that events change every second. Tomorrow might and can be a better day.
25. Be more aware of the world around you. Get involved in new experiences.

Finally, if you are considering ways to cope with stress in the classroom and in your life, you need to develop a stress reduction plan. If you are to make changes and improve, you will need to take some positive specific steps. In order to reduce stress, our goal must be to bring together a compatible balance of reality and expectations rather than seeking a life completely free of stress.

## Time Management

"There just are not enough hours in the day!"

"I was up 'til one o'clock this morning marking these compositions."

"How can I teach the first period with all the money collections, announcements, and trivia I have to do?"

Sound familiar? Teachers are busy people. Teaching can be a stressful job. If efforts are scattered too widely without direction, stress can build and it becomes harmful! Working under too much tension can be detrimental to emotional and physical health. This fuels teacher burn-out. A schedule and a system of organization can reduce the pressure of "so much to do in so little time!"

The first step toward establishing a schedule is to assume the role of an executive and consider the classroom a business. Business theory has given us the acronym "POSDCORB" to describe the roles of the effective manager. The letters stand for: planning, organizing, staffing, directing, coordinating, reporting, and budgeting. Think of each of these functions in terms of the roles the teacher fills in the classroom. So, what does this have to do with the classroom? Simple. Think of the teacher's desk as the nerve center for the POSDCORB activities that will originate from the desk, then plan for ways to better organize the tasks at hand. Each teacher must develop the system that works for them. But with a well-defined desk area, a good supply of materials, and a firm resolve to manage the activities, a system can be established.

Devising a system takes time, but it is time well spent. A major factor in time management is the necessity of prioritizing duties. Organization should allow a teacher to work without accumulated stress. Having a schedule should be assurance that everything will get done. This should allow for completion of one task before going on to another.

In making a schedule try to be realistic. Determine what is important. Let go of some of the accepted absolutes. Some examples are:

1. If the student has to do it, the teacher has to read it.
2. Every assignment by the student must receive a grade.
3. Every evaluation has to receive a standard mark or symbol such as a basis of 100% or a basis of A-B-C-D.
4. Teachers should personally attend to such things in the classroom as bulletin boards, learning aids, keeping materials neatly organized, and other house-keeping chores.

5. A SUPERTeacher is one who helps students with ALL their problems anytime.

Each task should be questioned:

1. Why is it necessary?
2. Why at this time?
3. Why in this manner?
4. Why by the teacher instead of a helper?

When a satisfactory answer to a "why question" can't be given, then chances are the procedure can be improved upon. Once priorities have been established, then proceed to put activities on a calendar. There should be yearly (9 months), twice-yearly, quarterly, monthly, weekly, and daily tasks. An overview gives direction and as tasks are met with lessened frustration, a sense of accomplishment. Organization should free a teacher from needless worry and preoccupation over the endless details of the day.

Establish a priority of must, need, should, and want to do. Decide on goals and once again, BE REALISTIC.

Place the following and/or similar activities on a calendar in a manner that is useful to the individual teacher.

1. Yearly (school year) - Concepts from content areas, units of study, general objectives and goals, etc.
2. Twice yearly - Semester reports, averaging semester grades, evaluation of first semester, parent conferences, etc.
3. Quarterly - Report cards, parent conferences, ordering films, etc.
4. Monthly - Mid-nine weeks report, sponsor certain events or programs, etc.
5. Weekly - Lesson plans, materials needed, etc.
6. Daily - Attendance, assignments to evaluate, lunch count, collecting money, housekeeping chores, etc.

## TIME MANAGEMENT

There are tools that are essential for organization. The following might be helpful:

1. Desk calendar, large enough to enter nine month plans, monthly duties, weekly responsibilities, and daily tasks.
2. A pocket calendar or small looseleaf notebook that can be carried personally. Include a list of priorities and goals as well as essential information.
3. Organize with file folders, plans for the week in each content area, students' completed assignments, etc.
4. Keep special notes and reminders on a small bulletin board. Read at least once a day, so you will not forget important events or information.
5. A timer is a help for individuals who tend to get bogged down. A timer could be limiting, but until the teacher gets a feel for time and what can be accomplished, then it may be a necessary item.

The following are sanity hints that teachers have developed through trial and error, and can make a schedule bearable.

1. Avoid overloading the day. If a "have-to" is due which will require a lot of time and/or mental energy, don't schedule anything else on that same date.
2. Attempt to meet deadlines so work doesn't accumulate and then everything has to be done at once.
3. Teachers should not feel accountable for every minute of their lives. They are not "poor teachers" if not constantly busy.

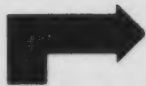
Schedule, systemize, and whenever possible delegate. Don't become so rigid that paralysis sets in. The system needs to be a tool - not a tyrant.

You have been given a quick overview of the philosophy and tools of organization. If the topic is interesting, then take an in-depth look at what pros say about time management and organization. Although there are hundreds of books on the topic, following are a few that might help a teacher get started.

1. Clock Wise by George M. Bowman. (Fleming H. Revell, 1979)
2. Everywoman's Guide to Time Management by Donna Goldfein. (Les Femmes Publishing, 1977).



3. Getting Organized by Stephanie Winston. (W.W. Norton and Company, 1978).
4. How to Get Control of Your Time and Your Life by Alan Lakein. (Signet, 1973).
5. Managing Our Work by John W. Alexander. (InterVarsity Press, 1975).
6. Strategy for Living by Edward R. Dayton and Ted W. Engstrom. (Regal Books, 1976).



In order to have time to check the roll, take care of the tardies, hand out the papers, and still maintain control of the class try the following. Elect a president who will help keep the class order, introduce guest to the class, and carry on any business which the class must conduct; a vice-president who will be in charge of taking up and handing out the papers; a secretary who will help with the roll and writing on the board; a treasurer who takes charge of the bane of all classroom teachers, taking up the money.



A time-saving technique for grading math papers is to put the answers in a column on the right-hand edge of the paper. Students can work the problems on the paper and then transpose the answers to the side of the page. This makes the answers much easier to check, yet provides the opportunity to look at their work when necessary.



## Promoting Mental Health\*

In Discipline Without Tears, Dreikurs states that the mental health of any teacher depends on the following six realizations:

1. You guard your physical health with periodic check-ups because you are aware that the constant effort of teaching and maintaining good interpersonal relationships requires your maximum energy. (The class of a sick teacher is sure to suffer in spite of efforts to be pleasant and well-prepared.)
2. You like children and really enjoy teaching.
3. You understand and accept yourself with a sense of self-worth that protects you from being easily hurt or upset. You have the courage to be imperfect. You can accept criticism and even laugh at yourself sometimes.
4. You work for a sense of accomplishment and are stimulated to be imaginative.
5. You accept new challenges with confidence and courage, and always put forth a genuine effort.
6. You reserve time to take the opportunities for growth and development. Your lively interest in a number of activities, not necessarily connected with education, keeps you young and alert. Recreation in some form of play or hobby is an effective means of emotional release and self-expression. Tensions and frustrations are part of life and need to be relieved actively. It is better to swat a golf ball than a student.

You are aware of these three danger signals that may eventually cripple your mental health:

1. If you are overly anxious you may be heading for a breakdown. The burdens of anxiety and guilt develop insecurity feelings in yourself that are contagious to the children and threaten the confidence and security of a class. This can become a vicious circle with the discomfort of each aggravating the other.
2. If you are feeling desperately bored or submerged in a rut you may be dying mentally. When the life of a teacher has lost its sparkle, the whole morale of the class will sag.

---

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## PROMOTING MENTAL HEALTH

3. If you find yourself hating the thought of going to school every morning or feeling resentful toward your students or fellow staff members, you are applying for an ulcer. If you are feeling miserable, trying to maintain a happy expression and a tolerant attitude is a tension producing strain. Children watch for facial clues and are quicker than adults to detect insincerity. You can't fool them for long.

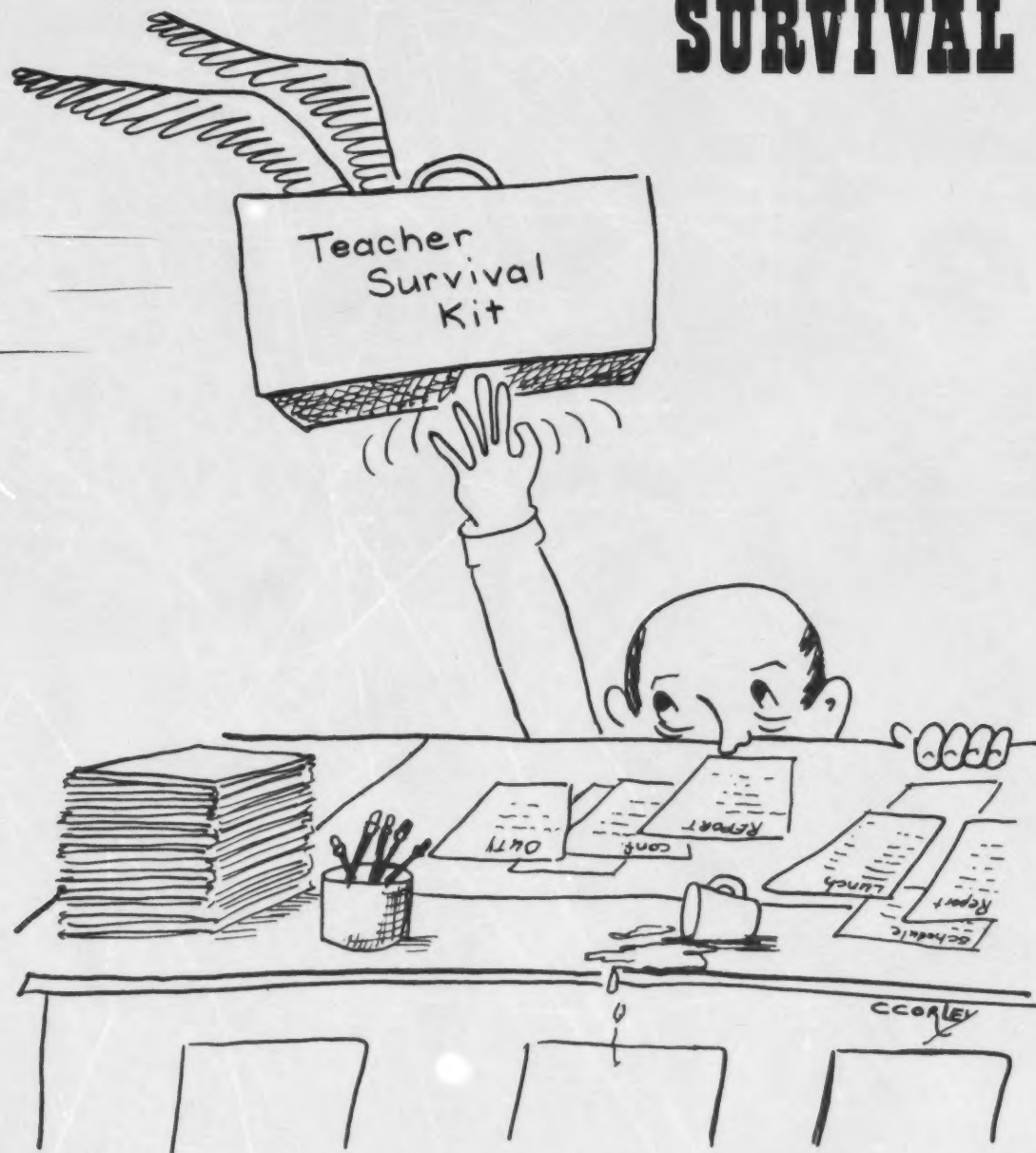
If you apply the following 10 points, you will promote acceptable behavior in a happy learning environment:

1. You are warm, friendly, and kind but firm.
2. You act and speak with confidence and sincerity and express a sense of humor naturally.
3. You always have work well planned before the class starts.
4. You treat all the pupils with equal respect by listening to their opinions and considering their feelings.
5. You are encouraging at all times, in order to develop or restore the self-confidence of your pupils. By distinguishing between the deed and the doer, you never damage your relationship with the children. You may object to what a child is doing but not to the child. Never deny the child the right to be respected as a person.
6. You are as impartial as possible. You try not to favor the pleasant likeable child or reject the one who is provocative or deficient.
7. You are able to integrate the class as a whole or divide it for group instruction in order to get optimum learning.
8. You encourage group discussion and participation in decision-making, set boundaries for expected behavior, and maintain these boundaries with effective stimulating teaching.
9. You are not mistake centered, but always accent the positive by marking only the correct answers. You give recognition for any genuine effort.
10. You rotate the class monitors weekly, and involve all pupils in the chores and responsibilities of the classroom.

As a good democratic teacher, you talk only when it is necessary and never fall into the educators' trap of talking too much. You know that nagging, preaching, repeating directions, and criticising is an absolute waste of "air" time. Where discipline is concerned, you know that quiet action is always more effective than words.

# PART FIVE

## OPERATION SURVIVAL





## Operation Survival

All teachers have devised successful techniques for handling particular types of behavior problems. There is, however, no panacea of tricks or solutions to modify or eliminate any of these behaviors in all students for all situations. An approach that might work wonders with one individual student might not work with any others.

No one possesses the knowledge of always knowing exactly what to do whenever a problem behavior occurs. All we are capable of doing is attempting possible interventions until a solution is found.

This section includes a hodge-podge of suggestions for possible solutions to behavior problems encountered daily by classroom teachers. Don't expect miracles! You will need to select those that seem most appropriate for the age and individuality of the particular student involved.

The usual hierarchy of discipline procedures such as: teachers, counselor or parent conference, referral to office, detention, suspension, etc., will not be included in the following lists of suggestions. There are times, of course, when each of these steps would be necessary.

Parent involvement is a must in any endeavor to find a permanent solution to a behavior problem. Continued communication between the school and the parent(s) is absolutely necessary.

Once again, it is your decision as to the technique or method of handling the behavior problems in your classrooms. We are attempting only to give you some new ideas for possible behavior modification.

### Behaviors Addressed Include:

|                                      |                       |
|--------------------------------------|-----------------------|
| Abuse of gum-chewing                 | Physical/verbal abuse |
| Bothering other students             | Show-off              |
| Cheating                             | Spitting              |
| Defiance of authority                | Stealing              |
| Drug abuse                           | Tardiness             |
| Excessive talking                    | Tattling              |
| Incomplete work                      | Temper tantrums       |
| Irritating noises                    | Unpreparedness        |
| Lying                                | Vandalism             |
| Messiness                            | Vulgarisms            |
| Negative attitude toward school work | Withdrawal            |
| Out-of-seat                          |                       |

BEHAVIOR: Abuse of Gum-Chewing

Possible Solutions:

1. Have a regular "free-day" for gum chewing for everyone who hasn't chewed it in between. After this "chew-in", pass waste basket.
2. Have repeater stay in and scrape off gum stuck under seats and desks.

BEHAVIOR: Bothering Other Students

Possible Solutions:

1. If pushing or shoving in line, give student the choice of walking peacefully with the line or with the teacher.
2. Tell student you can see he/she is having trouble keeping to himself/herself, so you'd like him/her to sit in the "time-out" spot and think about the problem.
3. Make positive remarks when student performs accepted behavior.
4. Initiate a class discussion concerning possible motives a student might have for bothering others.
5. Verbally reinforce the victim for ignoring the "bother" or even give reward in some way.

BEHAVIOR: Cheating

Possible Solutions:

1. Make different tests for different classes or different rows.
2. If you see a student copying, quietly walk by and place a question mark on copied answer. Later, take the student aside and discuss the problem. Ask student to redo the paper and lower the grade. If cheating continues, give zeros.
3. Move the student's desk to the front of the class or beside a slower student.
4. Excellent guidance filmstrips/films are available in this area.
5. Allow student to play solitary games or work in an isolated area for a day or two.

## OPERATION SURVIVAL

6. Arrange desks with maximum distance possible between students.
7. For tests, allow students to take reviews of questions home in advance or give open book tests.

### BEHAVIOR: Defiance of Authority

#### Possible Solutions:

1. Do not argue with student. Work one-to-one; listen to student's side and discuss.
2. Never back student into a corner; allow a way out.
3. Ask the student to discuss complaint with you at lunch or after school. The student's been given the opportunity to be heard, but may not show up.
4. Ask the student to put complaint in writing and add suggestions for changing your designated procedure.
5. For repeated offenses, send student to administrator. Administrator might send student home until indication is given that rules will be obeyed. If problem is with one particular teacher, make arrangements to pick up the work and complete it in location other than that classroom.

### BEHAVIOR: Drug Abuse (List of symptoms on page 154)

#### Possible Solutions:

1. Use carefully planned drug education programs including films, speakers, field trips to drug clinics, etc. aimed at prevention.
2. Assign students to do research on the effect of drugs and publish results in school newspaper.
3. Encourage your school to design plan for dealing with students suspected of substance abuse.
4. For drug abuse repeaters, outside referrals may be necessary. (See page 186 for a list of agencies which could be given to parents.)

BEHAVIOR: Excessive Talking

Possible Solutions:

1. Ignore the verbalization to eliminate the reward of teacher attention.
2. Move the student's seat away from others to avoid temptation to talk. (Isolation)
3. Conference with student to bring problem to awareness. If problem continues, conference with counselor, principal, and parent in order of severity.
4. Require child to talk for a set amount of time without stopping. Time set should reflect amount of time class was disrupted.
5. Say to student, "When you are quiet, I will begin the activity." Wait for quiet. Peer pressure will be applied to the disruption.
6. Tape a 15 minute session and play back to child. This allows child to become aware of problem.
7. Keep track of talking episodes (outbursts) in defined segments of time. With use of reinforcements, increase segments of time that student can remain quiet.
8. Give warm attention during peaceful times when child is quiet.

BEHAVIOR: Incomplete Work

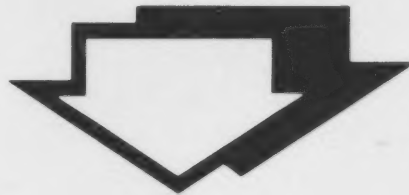
Possible Solutions:

1. Tell the student work can be done now or later, but it needs to be done before anything else is allowed.
2. Reduce requirement so that the task is attainable for the student. Increase requirement gradually until completed work reaches acceptable levels.
3. Place a timer on the student's desk. Decide on amount of time. Set the timer and check when it rings. Reset timer for additional amounts of work.
4. For long-range projects, contract work with the student, deciding on target dates and post the contract.



## OPERATION SURVIVAL

5. Have an "I don't want to work" chair in area apart and out-of-sight of the class. In this chair no praise or recognition is given. Student receives praise when returning to seat to work.
6. Stop giving grades (temporarily) and simply write personal comments on student's paper. This makes the student feel "special".
7. Keep a section of the bulletin board for notes to those students who owe you homework. Many times students give the excuse that you have not told them about the overdue homework or assignment. Now you give it to them in writing. You may also intersperse the reminders of assignments with happy notes or encouragement of some type. This will keep the students checking to see what they have for that day.
8. Use a "drag sheet" (see sample on following page) for a daily (or weekly) check on the student's classwork. The student fills it out and the teacher merely has to double-check the information and sign or initial the proper space. The parents check the sheet, sign it, and return it to the teacher. This prevents student from telling their parents they have "no homework" when they do.



In order to maintain the respect of the students, BE HONEST. Be honest particularly about your emotions. Do not become angry over what has happened to you, but if a student has been hurt by some circumstance and it upsets you, show it. If you are happy over something that has happened, shout it. An optimistic person usually has an easier time controlling the classroom. If you are honest about your feelings and are open to the ideas and opinions of the students, they are stimulated to respond when you wish them to.



DAILY CLASSWORK DRAG SHEET

NAME \_\_\_\_\_ DATE \_\_\_\_\_

ENGLISH \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Teacher Signature \_\_\_\_\_

MATH \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Teacher Signature \_\_\_\_\_

READING \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Teacher Signature \_\_\_\_\_

SCIENCE \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Teacher Signature \_\_\_\_\_

SOCIAL STUDIES \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Teacher Signature \_\_\_\_\_

\_\_\_\_\_ Parent Signature

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

BEHAVIOR: Irritating Noises

Possible Solutions:

1. Ignore noises, do not let student know this is annoying.
2. Establish a signal (touch, wink, smile) with student that provides alert that the noise is occurring. The signal is a reminder to stop!
3. Count the number of noises in a 10 minute period and challenge student to gradually reduce the number.
4. Remove the child from the classroom for a "time-out" period.

BEHAVIOR: Lying

Possible Solutions:

1. Don't ask if the student is lying. Let the student know that you know the lie and operate on the truth.
2. Stress to the students your greater preference for truth. Don't pressure, as this causes lies to be more necessary.
3. Tell the student you can no longer believe him/her so you will need to check out everything he/she says for a week. If things improve, you will believe once more.
4. Keep a record of every lie or truth and share it with the student.
5. Discuss privately with the student that any relationship is built on trust. Write TRUST on the chalkboard and underline or circle "US". Explain that if lying continues, you will no longer trust the student.



Very often a class comes in chattering about something-- last night's football game, a new record, a TV show, or a serious accident, for example. Start those days with a rap session. Not only will it open up discussion, it might be just the thing to highlight a story or poem. It might also lead to a field trip or suggest a project. Tune in to the moods of your class.



BEHAVIOR: Messiness

Possible Solutions:

1. Assign bonus points for neatness.
2. Display messy work on bulletin board.
3. Establish a regular time for desk cleaning.
4. If trash around student's desk is a problem, attach a trash bag to the desk.
5. Active and continuous participation in promoting cleanliness and orderliness will promote positive attitudes in this area. People generally conform to the conditions around them, so keep the classroom orderly.

BEHAVIOR: Negative Attitude Toward School Work

Possible Solutions:

1. Matter-of-factly tell student you think it would be a good idea to start sending assignments home for parents to sign so they will be aware of progress.
2. Stress that the assignment will be easy since the student is very good at it.
3. If student feels frustrated with the assignment, show understanding and help do the first one. Brag on progress and ask if help is needed on the next one.
4. Reward student with free time upon completion of assignment or a promise to be the first to recess or lunch.
5. Brag on the results of assignments
  - a. "You did the last ones just perfectly. I'll bet you can have these done in just a few minutes and they will be right."
  - b. "You have the first one correct except.... I'll come back in a minute and check the next one."
  - c. "Let's see if you can do even better than you did yesterday."
  - d. "You are really a fast learner!"
  - e. "You are fun to teach."

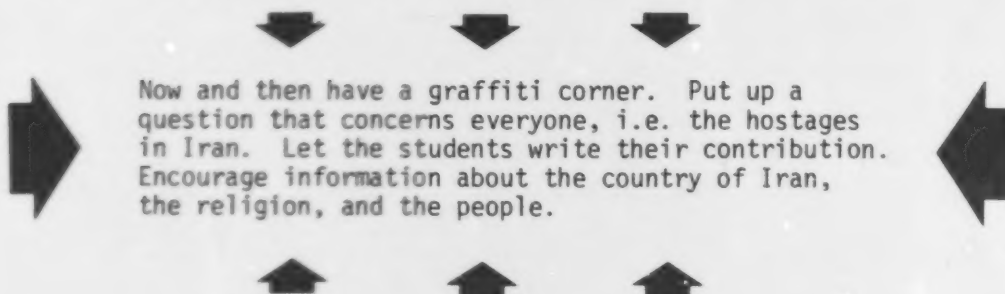


- f. "You have done such a good job, let's put your paper on the bulletin board."
6. Allow opportunities for success. Be sure the assignments are not so difficult that the student will be frustrated and discouraged.
7. Write encouraging comments on completed assignments.
8. Provide student with accurate knowledge of progress and results in a positive manner.
  - a. "You got everything just right!"
  - b. "You answered the questions about the first half of the chapter correctly, but you will need to read the last half more carefully to correct some of your answers."
  - c. "You know your addition facts but you still need to work on your subtraction facts."

BEHAVIOR: Out-of-Seat

Possible Solutions:

1. Keep track of "out-of-seat" behavior and have equivalent time made up after school, during free time, recess, or lunch.
2. Allow child "room" or "freedom". Eliminate the desk and permit child to do work sprawled out on the floor.
3. Check to be sure desk is appropriate size for child.
4. Record number of times out-of-seat in certain time segments. Reward student as behavior decreases.
5. Set a small increment of time to remain in seat. Gradually lengthen time in seat and give reward.



BEHAVIOR: Physical/Verbal Abuse

Possible Solutions:

1. Restrict student from group activities and instruct to consider the behavior pattern.
2. If fighting is a continual problem, provide boxing gloves and schedule regular matches in the gymnasium with parents' permission and required attendance.
3. If problem becomes serious, refer parents to outside agencies for assistance. (See page 186.)
4. Don't merely send the student away (to the counselor, principal, etc.). Accompany the student yourself.

BEHAVIOR: Show-off

Possible Solutions:

1. Ignore, if possible. Find areas for praise and accentuate.
2. Try to provide an outlet for the need to show-off, such as demonstration of a talent.
3. Divert this attention-seeker to a more acceptable role, such as class helper.
4. Ask student to demonstrate "act" before the entire class.
5. Meet with student to discuss your "awareness" of unaccepted behavior.
6. Role reversal. Have the "show-off" attempt to make a presentation to the class and have classmates "put student down" or "bug student".

BEHAVIOR: Spitting

Possible Solutions:

1. Quietly ask student to clean-up spit and explain habit is unhealthy for all.
2. Instruct student to spit into a trash can for a set amount of time after class.
3. Give verbal praise for a morning/afternoon/day of not spitting.

## OPERATION SURVIVAL

### BEHAVIOR: Stealing

#### Possible Solutions:

1. Assign student to a table without shelves or drawers so that belongings remain in clear view. Try for a week at a time and then allow student to regain old desk. Repeat if necessary.
2. Approach group about theft and establish a return area. Give guilty party 24 hours to return stolen goods.
3. Pass out paper and ask students to write what they know about the missing article. NO SIGNATURES!
4. Excellent books, films, and filmstrips about stealing can be shared in groups or individually.
5. Make student pay to replace stolen item(s).
6. Classmates should be informed about how to protect themselves from a theft (for instance, never openly display money.)

### BEHAVIOR: Tardiness

#### Possible Solutions:

1. Help the student determine what is causing the tardiness. Then help formulate a plan to reach a destination on time.
2. Student remains in class from recess, lunch, or after school to make up time lost to tardiness. Double time or triple time will make a longer lasting impression.
3. Start the day with something too much "fun" to miss.
4. Award prize, ribbon, etc. for "on time" behavior.
5. Be consistent in roll-taking practices. Let students know what is expected.
6. Close the door when the bell rings so everyone will notice someone who comes in late. This will probably be embarrassing to the student, as everyone will look at her/him when (s)he comes in tardy.
7. Take the lunch count first thing after the bell rings. If students are tardy, they must miss lunch.

BEHAVIOR: Tattling

Possible Solutions:

1. Distinguish between serious problems and minor grievances. If minor, ignore or tell student, "Thanks for letting me know, I'll keep my eyes open."
2. Give verbal praise or awards to the student when good things are repeated about another.
3. Have the student put the grievance in writing and say that it will be dealt with at another time. No signature is allowed!
4. Explain to class that there will be equal discipline for offender and "tattler" alike.
5. Sometimes you can kid them out of the practice with such comments as:
  - a. "Is that a fact?"
  - b. "You don't say!"
  - c. "Gosh, I hate to hear that!"
  - d. "You're kidding!"
  - e. "Oh, come on now!"

BEHAVIOR: Temper Tantrums

Possible Solutions:

1. Remove student from group ("audience") to cool-off; then, discuss the problem with student and seek solution (contract possible).
2. Allow student to "let-off-steam" with acceptable physical activity such as running laps, hitting punching-bag, etc.
3. Keep a set of red warning cards on you desk. When you see a "tantrum" approaching, lay a card quietly on the student's desk and say "cool it". (You should arrange with the student ahead of time to use this as a private signal just between the two of you).
4. Be ready to show affection. Sometimes all any angry child needs to regain control is a sudden hug or other impulsive show of affection. Children with serious emotional problems, however, may have trouble accepting affection.
5. Ease tension through humor. Kidding the student out of a temper tantrum or outburst offers an opportunity to "save face" However, it is important to distinguish between facesaving humor and sarcasm

## OPERATION SURVIVAL

or teasing ridicule.

6. Use physical restraint. Occasionally a student may lose control so completely that physical restraint may be required to prevent injury to self or someone else. This should not be viewed by the student as punishment, but as a means of saying "you can't do that."
7. Tell the student that you can accept angry feelings, but offer other suggestions for expressing them. Teach students to express themselves verbally by discussing the problem or writing it down.

### BEHAVIOR: Unpreparedness (lack of materials)

#### Possible Solutions:

1. The teacher will provide "stubs" of pencils and crayons, extra texts, and scraps of paper. (These "scrap" materials will be so undesirable that student will bring materials.)
2. If the student never has a pencil give reward for coming prepared by exchanging the pencil for a colored marker.
3. Tie the pencil, ruler, eraser, compass etc. to the desk with a string.
4. Have student (or parents) buy and bring extra materials and keep them at school.
5. Keep a supply of pencil and paper to sell.
6. Ask student to leave a personal belonging with you for security. You will return this item when the borrowed item is returned.

### BEHAVIOR: Vandalism/Disrespect of Property

#### Possible Solutions:

1. The student is required to clean, repair, or replace vandalized area or material.
2. If vandalism is severe, a parent might be asked to aid the child in repairs.
3. Restrict use of area or materials vandalized.
4. For graffiti, have student clean graffiti off walls, desks, or wherever it exists.



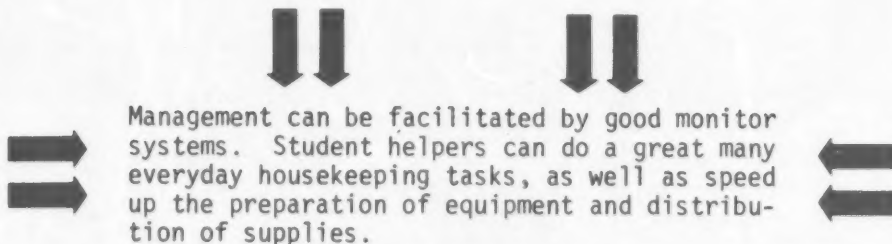
## OPERATION SURVIVAL

5. Allow students to use "graffiti sheets" (large sheets of paper on classroom walls) as an outlet for written expression. Be sure to impose certain operational limits or rules of etiquette for this activity.
6. For misuse of restroom, give the student a bucket of soap and water along with orders to clean the entire restroom.
7. Ask parents to make restitution.
8. One way to reduce the ill effects of vandalism is to give students a stake in setting the conditions of their environment. When a school activity gives students a stake in promoting cleanliness and orderliness, acts of vandalism will decrease. Carry out active campaigns with students to make improvements in the classroom, throughout the school building, and on the school grounds.

### BEHAVIOR: Vulgarisms

#### Possible Solutions:

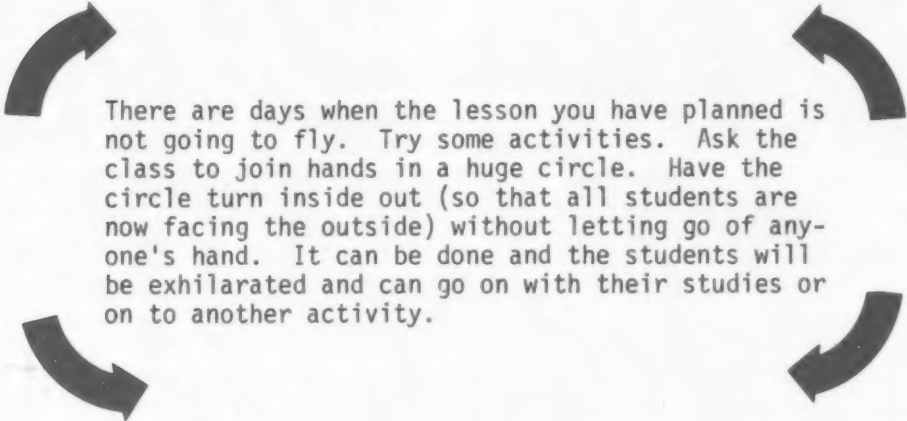
1. In private, gently discuss with the student why school is off-limits for "vulgarisms".
2. Hold group meetings to discuss reasons why people swear or gesture.
3. Make sure guilty student knows some people were offended by the actions.
4. Suggest alternate methods of expression as substitutes for "vulgarisms". For instance, terms not classified as "swear words" can relieve tension in students if enough expression is used. ("Oh, bother!" "Piddle!" "Jeez!") Also, the peace sign, fist, thumb up or down, etc. could be used for appropriate hand gestures.



BEHAVIOR: Withdrawal

Possible Solutions:

1. Encourage the student to participate through puppets, masks, or costumes.
2. Try to bring student into activities by emphasizing special interests and talents.
3. Take a personal interest in the student and encourage interaction with other students. Privately solicit assistance from other students in encouraging participation of withdrawn student in activities.
4. Set up a contract with personal objectives in sequential order. Start out with the easier areas of participation such as raising hand to answer a question. Review this contract frequently and discuss progress.
5. To make sure that everyone participates in discussion, put the class in a circle. Ask one student to begin and the student to the left gets the first opportunity to respond. If the student does not desire to speak at that time, s(he) passes. However, as the discussion continues those who have passed may be recognized before the others.
6. In groups, you may want to use the whispering technique, as this removes the fear of speaking out. Have the student whisper to you desired information. This creates less risk since student doesn't tell the whole group at once. The comment can be tested on you and if you show acceptance the student can go further. Next, it can be whispered to a peer.



There are days when the lesson you have planned is not going to fly. Try some activities. Ask the class to join hands in a huge circle. Have the circle turn inside out (so that all students are now facing the outside) without letting go of anyone's hand. It can be done and the students will be exhilarated and can go on with their studies or on to another activity.

## DISTURBANCE QUESTIONNAIRE

Willie Quinn, vice principal, and Steve Groom, 8th grade English teacher, from Guthrie have recently devised a questionnaire for disruptive students to fill out.

This form fulfills many purposes, including:

1. It gives the student a chance to calm down, because the form is filled out before any discussion or action takes place.
2. It gives the student a chance to go through some self-analysis and evaluation on his or her own.
3. The student is given a chance to give his or her side of the story in writing, therefore the student feels that the "establishment" cannot say he or she said or did not say something.
4. The disciplinarian is able to get the story in writing so that deviations and misunderstandings do not happen as easily.
5. The form itself can act as a deterrent for those students who like to use "snow" jobs and misunderstandings of statements as a way out, as well as for those who realize that a trip to the office does mean something.
6. A cross reference of a child's behavior after a period of time can be made to see if a personality conflict is occurring which may need evaluation.
7. A record for documentation can be easily assembled for conferences with parents or other school officials.
8. Teachers who consistently have trouble in the classroom with discipline can be counseled with easier as to the types of problems they may be having.

The purpose of this form is to get the student back in the classroom with an attitude of trying his or her best, as soon as possible.

For students who show persistent problems, the counselor can check for patterns easier and locate possible learning disabilities that are causing boredom or emotional problems that are triggered by patterned situations.

These forms should be filled out no matter how many times in one day a student appears in the office for disciplinary action. The disciplinarian should make a comment on the back of the form each time as to the action taken, such as: talked with student, warned student, called parent, etc. These forms should then be kept on file.

## DISTURBANCE QUESTIONNAIRE

Date \_\_\_\_\_ Name \_\_\_\_\_

Teacher who sent you here. \_\_\_\_\_

1. Was it necessary to disturb the class? Explain. \_\_\_\_\_

\_\_\_\_\_

2. Did this problem exist before this class period? \_\_\_\_\_

3. Was the teacher aware of the problem? \_\_\_\_\_

4. Was anyone else aware of the problem? If so, who? \_\_\_\_\_

5. Explain the problem in your own words. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Was there any other way to solve this problem without disturbing the class? Explain. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Can you place the blame for the problem on someone else in the room? If yes, how did he or she make you create the disturbance? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Do you generally let other people lead you into trouble? \_\_\_\_\_

9. What do you feel is the most appropriate and approved way of keeping others from messing up your life by interrupting your learning processes? \_\_\_\_\_

\_\_\_\_\_

10. What do you think your punishment should be? \_\_\_\_\_

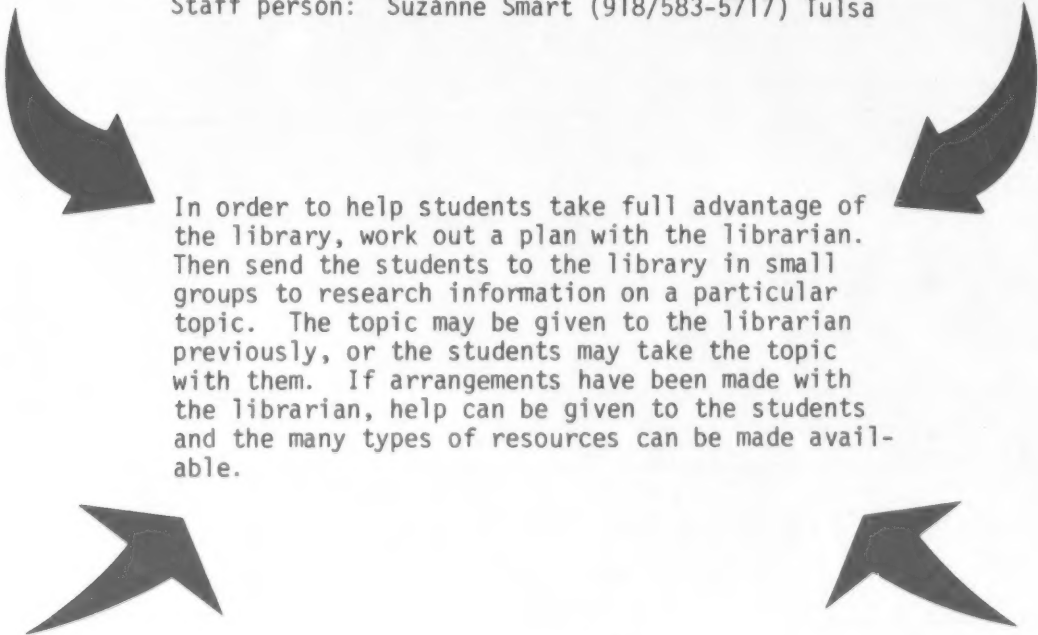
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## OUTSIDE ASSISTANCE

There will be some cases where you feel you can do nothing further to help a troubled child. When this happens, don't give up! There are many government agencies and associations available to provide youth service assistance. Following is a list of places to provide parents when student referrals are necessary.

Court Related and Community Services (DHS) 74 counties  
Juvenile Bureaus (Oklahoma, Tulsa, and Comanche Counties)  
Division of Child Welfare (DHS)  
Child Guidance Centers (through County Health Department)  
Childhood Development Specialist (through Child Guidance Centers)  
Youth Services (40 agencies in Oklahoma)  
County Health Departments  
Mental Health Centers  
Judges and District Attorneys and Public Defenders  
State and County Bar Associations (attorneys)  
State and Local Medical Associations (physicians)  
Regional Education Service Centers  
Private Residential Agencies - Oklahoma Association of Child Care  
Institutions and Agencies (OACIA)  
Staff person: Suzanne Smart (918/583-5717) Tulsa



In order to help students take full advantage of the library, work out a plan with the librarian. Then send the students to the library in small groups to research information on a particular topic. The topic may be given to the librarian previously, or the students may take the topic with them. If arrangements have been made with the librarian, help can be given to the students and the many types of resources can be made available.



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